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# NoVo Academy Public Charter School Proposal

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Submitted April 1,  
2014

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Derrick J. Ciesla

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## Rhode Island Charter Public Schools Charter Proposal Cover Sheet

Name of Proposed Charter School: NoVo Academy Public Charter School

Proposed Location of School: Providence, RI

Proposed Sending District(s): Providence

Primary Contact: Derrick J Ciesla

Proposed Role with Charter School: Head of School

Address: 16 Woodmist Circle

City/State/ZIP: Coventry, RI 02816

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Proposed enrollment during initial five-year charter term:

School Year	Grade Levels	Total Enrollment	# of school sites
2015/16	K,1	132	1
2016/17	K,1,2	198	1
2017/18	K,1,2,3	264	1
2018/19	K,1,2,3,4	330	1
2019/20	K,1,2,3,4,5	396	1

Proposed grade levels when fully expanded: K-5

Total student enrollment when fully expanded: 396


Total number of school sites when fully expanded: 1

Charter School Type: Independent Charter School

Establishing persons or entities (in accordance with RIGL § 16-77.2-1, 16-77.3-1 or 16-77.4-1):

The Confucius Institute at the University of Rhode Island

### Person or Representative of Entity Establishing the School:

Signature: 

Print Name: Wayne Wenchao He

Position/Title: Director, Confucius Institute at URI

Date: 3/31/14

### Additional Representative from Applicant Group:

Signature: 

Print Name: Derrick Ciesla

Proposed Role with Charter School: Head of School

Date: 3/24/14

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## Executive Summary

**Mission:** NoVo Academy is a public charter school, serving students in grades K-5 who reside in Providence. Our purpose is to role model and nurture respect, perseverance and compassion as the springboards of a sound educational foundation. NoVo will prepare its students to be productive globally via a curriculum embedded in technology and Chinese culture and language. This will lead students to think more creatively and develop strong literacy skills in two of the world's most useful languages.

The NoVo Academy Public Charter School will initially serve students in Kindergarten and First Grade. Every year the organization will add a grade level until reaching capacity at 5<sup>th</sup> grade, with 396 students enrolled in the average daily membership (3 classrooms per grade, 22 students per classroom). As a public charter school, NoVo academy is committed to serving all Providence neighborhoods, with at least an 80% ratio of students who qualify for free and reduced priced lunch.

Based on summative assessments, charter schools in Rhode Island are outperforming Providence Public Schools in proficiency and growth over time ([www.ride.ri.gov](http://www.ride.ri.gov), RI growth Model). According to NECAP data from Providence, the **need** of our school community is to ensure equity and outcomes for all students in our school regardless of race, ethnicity or socio-economic backgrounds. Our higher-income students, and our white students, have typically far outperformed our students of color from low-income backgrounds.

The proposed NoVo Academy Public Charter School has several **goals** in alignment with our **mission**. First, we will employ a cast of dedicated educators and community members with an unwavering work ethic who are committed to closing the achievement gap, while promoting creative thinking. Second, students will leave NoVo Academy with critical skills in technology that are not easily accessible in the public schools systems of RI. Finally, via the implementation of a Chinese language immersion component, and the use of an extended school day to allow for additional instruction time for Chinese Language Arts, culture and enrichment activities, we will align to the federal standards for teaching critical languages at an early age.

The **applicant group**, also providing the school with initial **governance and management structure**, is comprised of **Mr. Derrick J. Ciesla, Dr. Richard Purnell, and Mrs. Ming Shen**. Mr. Ciesla, the proposed Head of School, will lead Novo Academy Public Charter School, with over 14 years of experience as a teacher and administrator exclusively in urban districts both charter and district schools. Currently, he is the Lower School principal of Paul Cuffee Public Charter School. Dr. **Richard Purnell** will be President of the Novo Academy Board. Dr. Purnell served as a professor in the Education Department at URI from 1970 until he retired as Professor Emeritus in 2010. Mrs. **Ming Shen** will be the director of curriculum for our Chinese-immersion program. Mrs. Shen taught four years in China before coming to Rhode Island College for her master's degree in 1989. Mrs. Shen holds a Certificate of Advanced Graduate Studies in Curriculum Development. Currently, Mrs. Shen is an educator in the Providence Public Schools.

NoVo Academy's **educational program** will be driven by a belief that all learning should be standards-driven with an academically rigorous curriculum designed to support students in becoming lifelong learners and productive members of society, which will drive our decisions around **teaching and learning**. Again, this will allow us to stay true to our **mission** by promoting respect, compassion and perseverance in the classroom and throughout the community. In our learning environment, there will be constant and continuous communication among administrators, teachers, parents, and community leaders.

NoVo Academy team will draw on the strength, dedication, and experience of our talented teaching team as well as our partners and sponsor team to create our educational

program. Professional growth will be **supported** extensively via common planning time and other opportunities to improve professional practice. We will use balanced literacy for our reading program, starting with our first year. The math curriculum will enable students to develop higher-order thinking skills and will increase teacher content knowledge by having them work side-by-side with the math coach. Over the next two years, we will use our human capital and organizational resources to build capacity as a team to craft and revise our math scope and sequence to be aligned with the Common Core.

Our school leaders will be responsible for management of the budget and financial planning and management. They will be accountable directly to a Board of Directors, as defined in the **governance** section. The school leaders will also be supported by its partnerships, which have strong track records in financial management. The NoVo Academy Public Charter School will form an **organizational plan** with its partnerships with the Confucius Institute at the University of Rhode Island, The Providence Children's Museum and the Learning Community Charter School. All partners bring **unique** perspective to the organization and added value to the NoVo Academy in their area of expertise.

Sponsoring NoVo Academy will be the **Confucius Institute** at the University of Rhode Island. The Academy and the Confucius Institute both share a commitment to promoting Chinese language and culture. The Confucius Institute has a long history of supporting exchanges in education, society and technology while deepening the understanding of Chinese language and culture (<http://www.uri.edu/confucius/Confucius website>).

NoVo will be partnering with both the **Providence Children's Museum** and the **Learning Community Charter School**. NoVo Academy and its partners share a deep commitment to providing a sense of community for our families. **The Museum** will provide educators with professional development opportunities designed to merge Common Core State Standards (CCSS) from the math and science curricula and devise hands-on activities and lessons for teachers to use in the classroom. Providing another **unique feature** for the Academy, the Museum will also collaborate in developing a community engagement piece by working with us to create curriculum presentations to share with families throughout the school year. We feel collaboration with the Museum also adds to our **mission focus** of promoting creative thinking, and providing a sense of belonging for our families by embracing them as part of our school community. **The Learning Community's** faculty and administrators have a successful track record of student achievement, fiscal management, and family and community engagement. On the NECAP in the last academic year, The Learning Community's students met or exceeded the state average across all subject areas, with a 90% free/reduced price lunch rate. (SurveyWorks data from 2012.)

All in all, the NoVo Academy hopes to provide an exceptional educational experience. Each child is encouraged to develop into a self-motivated, resourceful problem solver and to become an individual who is accountable and responsible for his/her own behavior and education. Our students will be supported in becoming individuals who respect themselves, adults, other children, and other cultures. All of this will be guided by our core values.

## I. Mission Statement

**Mission Statement-** NoVo Academy is a public charter school-serving students in grades K-5 who reside in Providence. Our purpose is to role model and nurture respect, perseverance and compassion as the springboards of a sound educational foundation. NoVo will prepare its students to be productive globally via a curriculum embedded in technology and Chinese culture and language. This will lead students to think more creatively and develop strong literacy skills in two of the world's most useful languages.

NoVo Academy is committed to promoting exposure to **Chinese culture** through the use of a language immersion program in addition to providing culturally enriching activities through curriculum embedded instruction and experiences. Almost all students will enter the program with no knowledge of Chinese. **Chinese language** acquisition will occur naturally by using Chinese as the language of instruction during a portion of the day. This approach has been found to produce "high academic outcomes and bilingual/bi-literate students" (<http://www.pvcics.org/>). This will allow students to leave Novo with **strong literacy skills** in the Chinese Language, along with becoming culturally competent and **compassionate** citizens. In addition, Students will learn the contributions Chinese people have made to society, how they have influenced other societies and the ways in which other societies have influenced Mandarin speaking communities. Not only will Novo students enjoy the many benefits of multilingual skills, but they will also acquire the academic skills necessary to participate in a culturally and globally diverse society (*Collier, 1995*) (*Met, 2008*) (*Lambert & Cazabon, 1994*) (*Nicoladis, Taylor, Lambert, & Cazabon, 1998*).

NoVo Academy will integrate **technology** into the classroom. NoVo will use National Educational Technology Standards as well as our own technology standards compiled and written by our academic team. Each grade level has a unique theme for the year, which reinforces classroom content with technology skills. Starting in Kindergarten, students are exposed to integrative technologies, developing their hand-eye coordination and general computer knowledge. By fifth grade, students are avid technology users who understand Internet safety, ethics, and responsible use.

NoVo Academy will serve a diverse population of students, in addition to exposing students to Chinese culture. This will provide an exceptional opportunity for promoting **respect** of different cultures and beliefs and of those around them. While respect for others is important, at NoVo, all stakeholders within the organization will highlight student self-respect and respect for learning.

Before and after school programs that focus on enrichment activities for students that align with curriculum will provide encouragement for creative thinking to meet the needs of all learners. **Creativity** will also be promoted during instruction via the use of an extended school day.

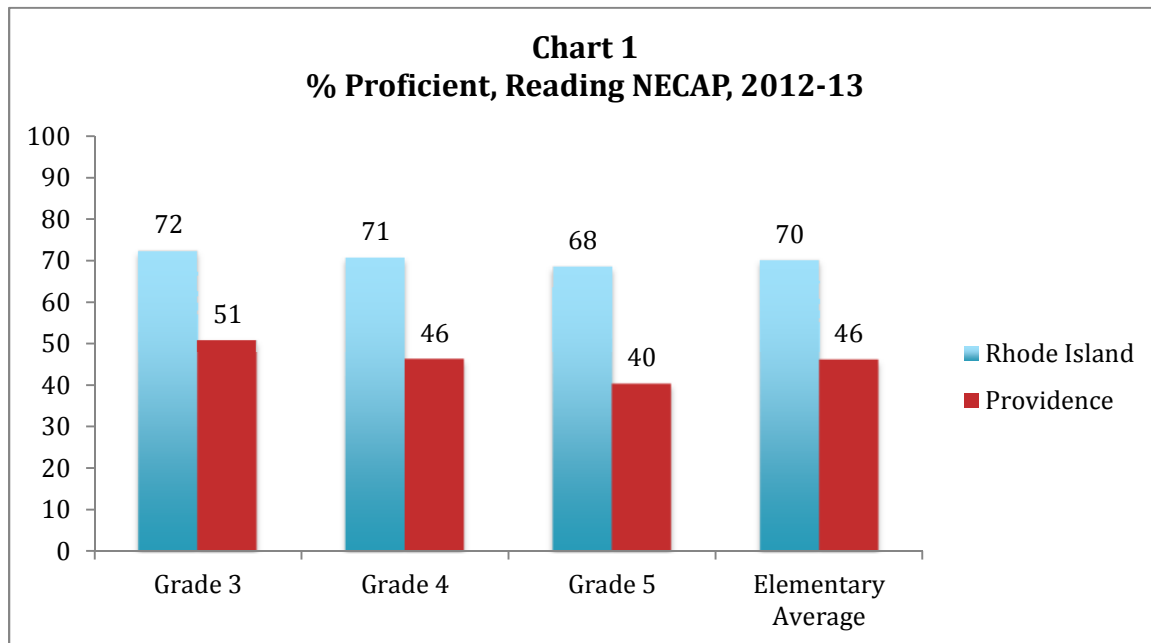
At NoVo Academy, we believe that **perseverance** is a core value that is essential for personal growth throughout life. Learning to persevere begins in the classroom in the early years, as students begin to face challenges and difficulties with learning. This is inevitable, and we at NoVo will recognize that this is a part of the growth of every learner. We will strive to make students cognizant of effective and meaningful strategies to persevere through these obstacles to be successful socially, emotionally and academically.

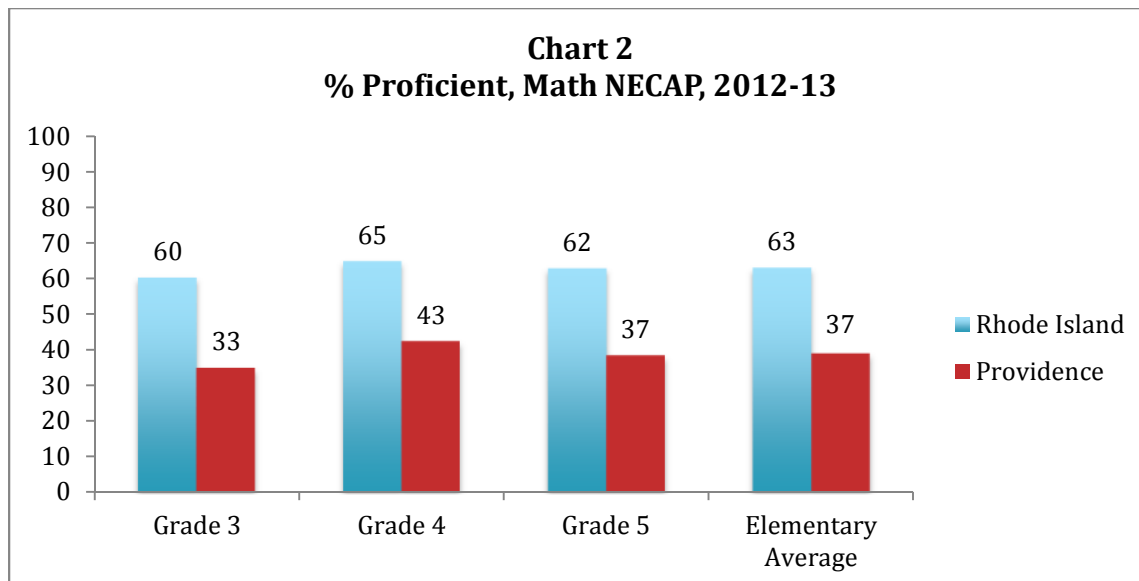
## II. Community Need and Support

The City of Providence is the third-largest city of New England, with a population of 182,042 (Wikipedia, [http://en.wikipedia.org/wiki/Providence, Rhode Island](http://en.wikipedia.org/wiki/Providence,_Rhode_Island)). Of that population, 64% are Latino, and 18% African-American (see graph below). The Providence Public School District has a well-documented need for finding ways to improve student achievement. **Of the district's 22 elementary schools, 13 were identified by RIDE in 2012 and 2013 as Persistently Low Achieving**

82% of its students qualify for subsidized lunch. As noted earlier in this application, summative assessments in RI have shown that Charter Schools are outperforming Public Schools.

Charts 1 and 2 demonstrate the gap between Providence's elementary student achievement and Rhode Island's.





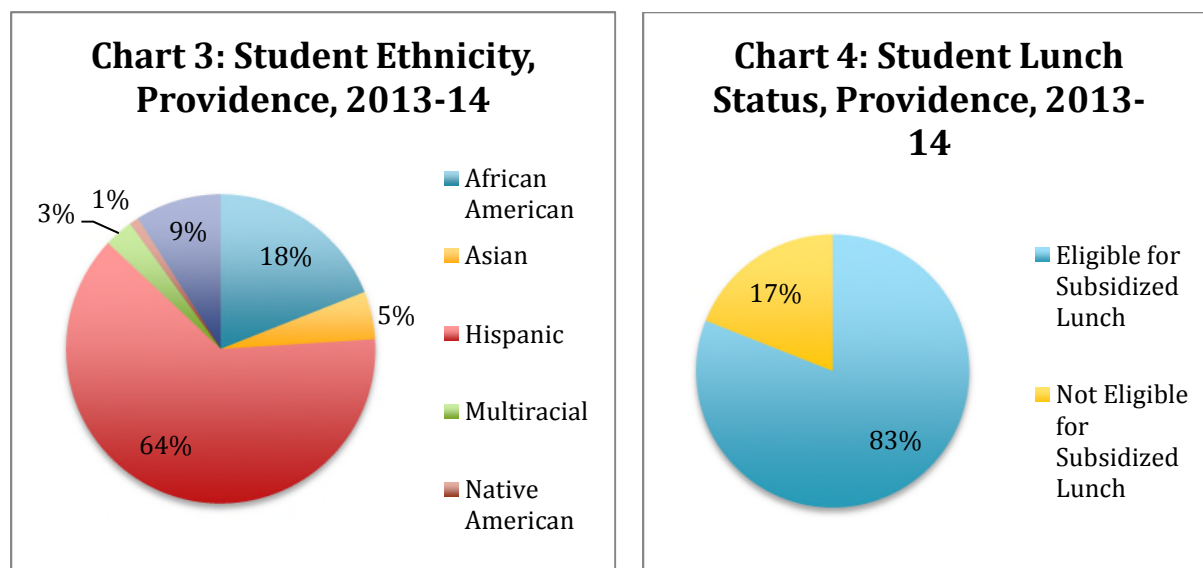
What would happen if we were able to reverse this trend of poor student achievement? We would have the potential to take control of the educational future of these children and provide them with strong, research-based learning opportunities, targeted instruction, a sense of community, a safe and caring environment, and access to experiences and educational materials not necessarily available in a traditional public school setting.

In a recent study, Charter schools achieved stronger outcomes than traditional public schools with underserved student subgroups in California. These subgroups included English learners, African-American and Latino students, and low-income students. “These student populations were concentrated in charters at the high end of Percent Predicted Academic Percentage Index (API). Additionally, the percentage of students in these subgroups was less predictive of API at charter schools than at traditional schools.” ([http://www.calcharters.org/Charter school performance and accountability, Portrait of the movement](http://www.calcharters.org/Charter%20school%20performance%20and%20accountability,%20Portrait%20of%20the%20movement)).

These subgroups are also identified as Providence’s largest population. At NoVo Academy, at least 80% of the student population will qualify for subsidized lunch. This will allow us to target populations in clear need. NoVo Academy will have a unique and important position in the community and holds the potential for improving the performance of all students and eliminating gaps between the performance of children of color and their white peers. This achievement would have dramatic effects not only on the lives of the students and families we serve but also on the larger Providence community and the middle schools and high schools to which we send our students.

Moreover, we hold the potential within our faculty, staff, families and community to become a national model of a racially and ethnically diverse, high-achieving school, serving a student population representative of the diverse Providence population (see charts 3, 4).





Source: InfoWorks (<http://infoworks.ride.ri.gov/district/providence>).

One of the biggest assets of NoVo Academy will be its diversity, both in terms of ethnicity and socioeconomic status. We will strive to enable our Parent-Teacher Organization to be active and fully engaged in our school. We will strive to engage our entire parent population, which will reflect our student population racially and socioeconomically. Our partner school, The Learning Community, saw 98% parent participation. As a charter school, we will have the autonomy to implement many of the strategies outlined in the application.

Sources: Providence Plan Neighborhood Profile. *Mount Hope: Neighborhood Analysis*, Department of Planning and Urban Development (City of Providence, 1977), *Providence: A Citywide Survey of Historic Resources*, edited by William McKenzie Woodward and Edward F. Sanderson (Rhode Island Historical Preservation Commission, 1986), and InfoWorks! Rhode Island Education Data Reporting.

At NoVo, we chose to serve Providence citizens due to its clear need for educational opportunities as stated above. It is important to note, however, that the responsibility of an educational organization goes beyond that of closing achievement gaps and test scores. As educators, we are in the unique position to generate a population of learners that are responsible, compassionate, culturally competent and engaged in their education. We will provide an environment that will foster growth socially and emotionally as well. The Responsive Classroom, a research and evidence-based program includes components that will support staff in these roles. (<https://www.responsiveclassroom.org>). Moreover, with state-of-the-art teaching and learning resources, we will foster exemplary student work and achievement by children of all ethnic, racial and economic backgrounds. The NoVo will build upon the strengths of an urban, diverse student population, honoring the cultural backgrounds through a multicultural focus across all content areas.

Our applicant group has embedded itself in the community with the intent of addressing community needs in conjunction with school choice. NoVo academy has reached out to a number of local agencies, which include Providence Community in Action, Washington Park Community Center, Mt. Hope neighborhood association and Rhode Island Association of Chinese Americans. We have made presentations in some locations regarding our proposed charter school. The feedback has been very receptive. In addition, we have been on public radio fielding calls and answering questions about the school from the community, reflecting on the feedback to inform our application.

As stated previously the Museum will also collaborate in developing a community engagement piece by working with us for curriculum presentations to families throughout the school year. The Museum will also add to our mission focus by promoting creative thinking. The URI Confucius Institute will also be instrumental in creating opportunities at the school for mission supporting engagements that foster the mission and success of the school. However, planning for that will begin after preliminary approval is reached.

### III. Goals

At NoVo Academy, we have thoroughly reviewed the RI Charter School Performance Handbook and have worked to ensure that we will meet the measureable expectations that the school will

1. Be an academic success
2. Provide the appropriate conditions for Academic Success
3. Be a viable Organization

We will work diligently to meet or exceed these targets by using valid tests and data to ensure we are meeting appropriate targets as outlined in our goals below. As an organization, we thoroughly understand the importance of providing a guaranteed and viable curriculum for all students, and meet the needs of all stakeholders within our school community. Our mission will be carried out to its fullest extent in all we do. We have stated many times in this application that we intend to foster an environment of collaboration, creativity and accountability for promoting success both academically and as an organization. We have worked to partner with other community members that have strengths in education, community engagement and fiduciary health of their respective organizations.

#### **Academic Progress Goals:**

##### Goal #1:

By Year Two, NoVo Academy will meet and exceed Annual Measurable Objectives for “All Students,” as established by RIDE through the Rhode Island District and School Accountability System.

- Measures: NECAP/ PARRC

By Year Three, NoVo Academy will meet and exceed Annual Measurable Objectives for all subgroups, as established by RIDE through the Rhode Island District and School Accountability System.

- Measures: NECAP/ PARRC

##### Goal #2 - Literacy:

By Year Two, all students at the NoVo Academy entering Kindergarten will have pre-designated personal literacy plans based on individual literacy and pre-reading skills via teacher assessment and instruction.

- Measure: PALS- K/ GRADE

By Year Three, all students in K-3 at the NoVo Academy will meet and/or exceed all benchmarks for grade level competency in literacy and reading via teacher assessment and instruction.

- Measure: DIBELS/ GRADE

By Year Five, all students in grades 4-5 at the NoVo Academy will meet and/or exceed all benchmarks and performance indicators for literacy and reading via teacher assessment and instruction.

- Measure: GRADE

#### Goal #3 – Math:

By Year Two, all students of the NoVo Academy will meet and/or exceed all benchmarks for grade level competency in mathematics as measured by teacher assessment and instruction.

- Measure: GMADE

#### Goal #4 – English Language Development:

By Year Five, the portion of the school's students making typical growth in English fluency based on age and prior fluency will be in line with national expectations for fluency attainment.

- Measure: ACCESS for ELLs

#### **Organizational Strength Goals:**

NoVo Academy will work closely with The Learning Community, which has had a strong track record of organizational viability since it opened in 2004. In 2008, The Learning Community received the Nonprofit Finance Fund's (NFF's) highest risk tolerance rating, based on the number of months of operating expenses that could be covered by liquid reserves, assuming no additional revenues. The Learning Community has since weathered major losses of revenue (related to state funding formula) and major increases in costs (related to transportation and health insurance), but has maintained strong financial health. The Learning Community's Director of Finances will work with NoVo Academy's finance team to replicate this success. NoVo Academy will also work closely with The Learning Community's leadership to adapt and build on The Learning Community's systems that ensure low rates of chronic absenteeism, high rates of parent and student satisfaction, and a fair pupil enrollment process. Two specific SMART organization viability goals for NoVo Academy are as follows:

#### Goal #1:

By the end of Year Three, NoVo Academy will have improved rates of parent satisfaction, as measured by a 10% increase (from baseline) in the percentage of parents responding "Agree" or "Strongly Agree" to the following SurveyWorks questions: "My child is learning as much as he or she can at this school" and "This school has high expectations for my child."

- Measure: SurveyWorks

## Goal #2:

By the end of Year Three, NoVo Academy will have reduced rates of chronic absenteeism, as measured by a 15% decrease (from baseline) in the chronic absenteeism percentage reported by InfoWorks ([infoworks.ride.ri.gov](http://infoworks.ride.ri.gov)).

- Measure: InfoWorks

## IV Educational Program

### IV(a). Guiding Principles

The guiding principles of the NoVo Academy Charter School are as follows:

*1. Student assessment is aligned with Common Core State Standards as well as with educational goals, and is used for evaluation of curriculum and instruction.*

Aligning student assessment and teacher evaluation to mastery of the CCSS represents another step that ensures the CCSS standards are being taught in the classroom. It also will help determine if our chosen curriculum is having positive results based on student outcomes. Curriculum must be aligned with assessments and standards.

*2. NoVo Academy communicates with appropriate stakeholders about all student outcomes.*

Constituents must understand the mission of the school, share the champions' vision and passion for student success, and have a personal stake in the performance of the school and its students. These constituents can be a positive force for helping NoVo staff achieve improved outcomes for all students and sustain them over time. This is why it is imperative that all stakeholders understand and have ownership in our mission and vision and that the results of our efforts are communicated.

*3. NoVo Academy creates and maintains an infrastructure that supports an accountability process.*

NoVo Academy's infrastructure will support high quality education that prepares students by giving them the skill necessary to achieve a postsecondary education. NoVo Academy supports a strong accountability system with all stakeholders involved that promotes student learning and performance. Support is given to teachers, students and school-based administrators based upon need and student/school achievement and professional practices. The belief is that such an accountability system must be developed and implemented within a reasonable, fixed period of time to create a comprehensive awareness of NoVo Academy's organizational structure.

### ***Research and experiences that have informed the formation of these guiding principles***

1. Aligning assessments to CCSS can play a critical role in shaping instruction and improving learning outcomes. Practitioners and researchers alike have found that the use of assessment data informs what students know, what misunderstandings they have, and how they approach and work through problems. One study, which compared teachers across school districts, revealed that those who used data from performance task items to inform instruction in their math classes showed more dramatic increases in student achievement than their teacher counterparts who did not use these data. Programs shaped and monitored based on student assessment data have been documented substantially as being exemplary (August & Hakuta, 1997; Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Corallo & McDonald, 2002; Reyes, Scribner, & Paredes Scribner, 1999; Slavin & Calderón, 2001). In order for this status to be achieved, this data needs to be analyzed and documented rigorously in order to utilize the data to drive instruction adequately.

2. NoVo Academy communicates with appropriate stakeholders about all student outcomes. Drawing on research about best practices for overcoming communication failures, recommendations for school action to increase the effectiveness of communication practices to improve student outcomes are targeted towards:

- Improving school climate for family involvement
- Instituting systematic, dynamic in-service programs focused on effective approaches to
- Improving family-school communication
- Developing strong in-school support for effective communication between families and school

3. NoVo Academy creates and maintains an infrastructure that supports an accountability process.

- NoVo academy will look at the traditional models of the infrastructure in district and charter schools and model best practices on how to reframe the educational landscape of educational organizations and putting best practices to use while putting supports in place for accountability. Building an infrastructure that supports accountability will name the isolated traditions and major theoretical perspectives—structural, human resource, political, and symbolic—that characterize organization and management thinking and to propose
- Direct links across these distinct traditions for good professional practice. In that
- Sense, comprehensive framework for understanding organizational theory and behavior, will be clear.
- These assessments must be carried out in systematic ways and interpreted correctly, with appropriate professional development opportunities provided to teachers to perform this adequately. (Lindholm-Leary and Hargett, 2007)

***Examples of how each principle will translate into actions and decisions at NoVo Academy***

1. *Student assessment is aligned with Common Core State Standards as well as with educational goals, and is used for evaluation of curriculum and instruction.*

Example- At NoVo Academy, choosing and creating both formative and summative assessments will be based on the Common Core Standards being addressed in a particular classroom. Professional development, Common Planning Time and school-based initiatives will all be predicated on the implementation of the Common Core State Standards. Looking at assessments through comprehensive item analysis will drive instruction and how curriculum is implemented.

2. *NoVo Academy communicates with appropriate stakeholders about all student outcomes.*

Example- NoVo Academy will communicate student outcomes via: Board meetings, Parent Teacher organization meetings, faculty and staff meetings. Communicating student outcomes will give the opportunity for everyone to have a voice on how to improve student achievement.

3. *NoVo Academy creates and maintains an infrastructure that supports an accountability process.*

Example- NoVo Academy will have a clear organizational structure with outlined frames within that structure. A clearly defined infrastructure will enable the organization to be procedural in the accountability process. This will be helpful to create a culture and climate of shared leadership and accountability by building capacity in throughout different frames of the organization.

### ***Our Role Models***

While NoVo recognizes there are multiple resources and leaders in our field that we have not even recognized yet, we have paid particular attention to the following organizations to drive our guiding principles:

1. The Center for Applied Linguistics has put forth *Guiding Principles for Dual Language Education* (2007), which provides the reader with evidence-based principles that have demonstrated success in schools providing dual language education:

- Assessment and Accountability
- Curriculum
- Instruction
- Staff Quality and Professional Development
- Program Structure
- Family and Community
- Support and Resources

NoVo Academy has applied these in conjunction with our own guiding principles.

2. The Center for Advanced Research on Language Acquisition (CARLA) is “one of the Department of Education’s Title VI National Language Resource Centers, whose role is to “improve the nation’s capacity to teach and learn foreign languages (<http://www.carla.umn.edu/>)”. CARLA provides education and professional development opportunities to educators interested in providing content-based language instruction with technology. At NoVo, we believe this aligns closely with our mission and vision. CARLA provides instructional modules for curriculum development, instructional strategies and student assessments in their professional development programs, and NoVo hopes to incorporate their practices into our organization.

### **IV(b). Curriculum and Coursework**

Course Offerings:

Grade Level	Course Offering
Kindergarten	English Language Arts, Mathematics, Science, Social Studies, Art, Physical Education, Library Media, Integrated Arts and Mandarin
First Grade	English Language Arts, Mathematics, Science, Social Studies, Art, Physical Education, Library Media, Integrated Arts and Mandarin
Second Grade	English Language Arts, Mathematics, Science, Social Studies, Art, Physical Education, Library Media, Integrated Arts and Mandarin
Third Grade	English Language Arts, Mathematics, Science, Social Studies, Art, Physical Education, Library Media, Integrated Arts and Mandarin
Fourth Grade	English Language Arts, Mathematics, Science, Social Studies, Art, Physical Education, Library Media, Integrated Arts and Mandarin
Fifth Grade	English Language Arts, Mathematics, Science, Social Studies, Art, Physical Education, Library Media, Integrated Arts and Mandarin

### ***The NoVo Academy Mandarin Curriculum:***

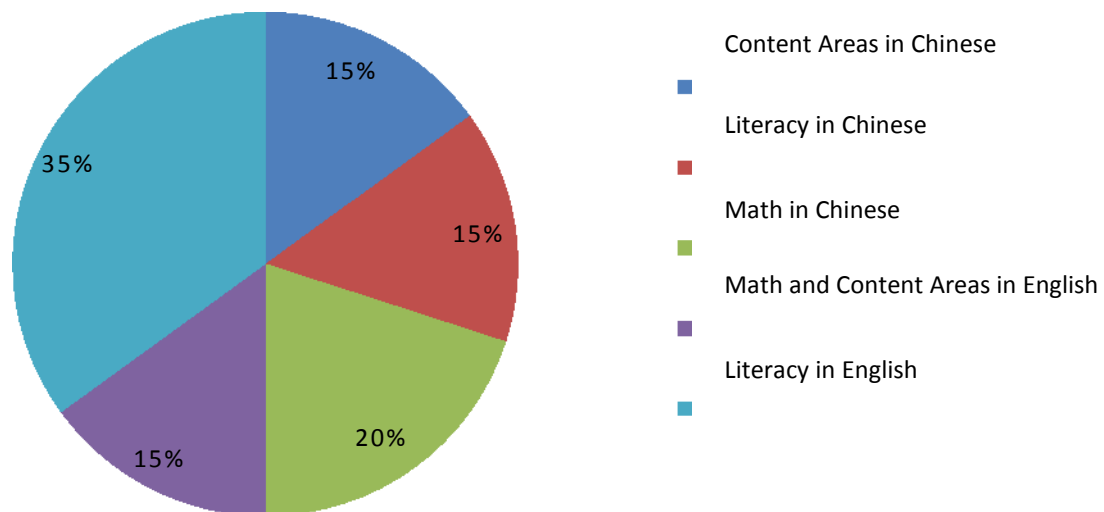
The implementation of a Chinese language immersion component at the NoVo Academy Charter School will align to the Common Core Standards as well as the federal standards for

teaching critical languages at an early age. We are planning to have three classes per grade, with one Chinese language immersion class of each grade. This class will be taught half day of English and half day of Chinese. The other two classes of each grade will be exposed to Chinese language and culture twice a week.

The Chinese language immersion program is an enrichment model that challenges all students to become fluent in two languages. Classes are taught by two teachers - one who speaks Chinese and one who speaks English. There is no translation or repeated lesson. The effectiveness of immersion language education extends beyond academic outcomes.

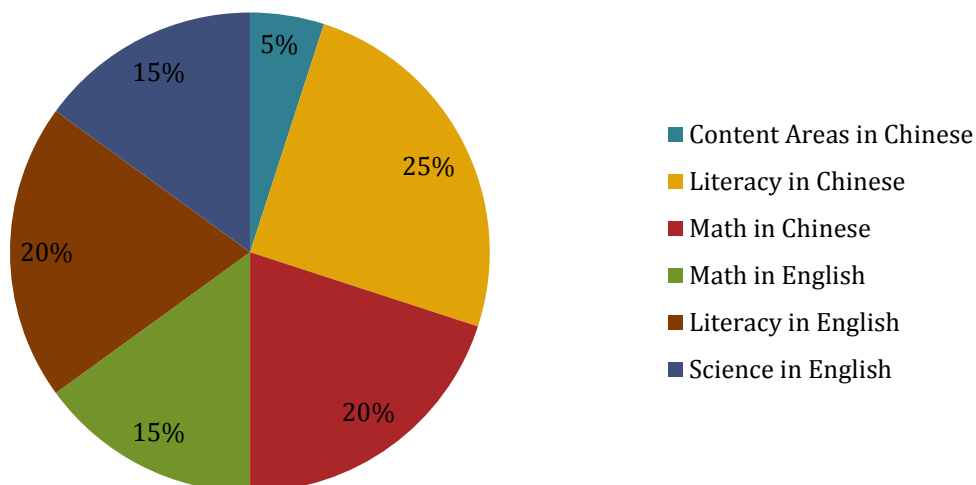
In grades K-2, 50% of the daily instruction is in Chinese and 50% in English. We will use the Balanced Literacy model to instruct Chinese language. During the Guided Reading time, the students will be broken down into smaller groups/centers, working together on various content areas – including music, art, social studies – to develop their listening, speaking, reading, and writing skills. Cooperation is a formal part of the curriculum of Balanced Literacy framework – “pair share,” with kids teaming up and turning to a designated buddy for a lost word or concept.

### Chinese Immersion Instructional Time: Grade K-2



In grades 3-5, we will continue with the same pattern, with the shift of the focus on content knowledge. Our students will have two classrooms, an English environment classroom and a Chinese environment classroom, with two different teachers. High-quality language arts instruction is integrated into thematic units. Students might start the day in the English classroom studying English language arts and science, and then in the afternoon work in Chinese room studying Chinese language arts, math and social studies. The program will allow them to focus on the same grade level core academic content in two languages, rather than a watered-down version.

## Chinese Immersion Instruction Time: Grade 3-5



### Chinese Immersion Classes: Kindergarten: K - 3 and 1<sup>st</sup> – C Chinese class

Time	K - 3	1 <sup>st</sup> – C
8:00 – 9:00	<b>K-3 Homeroom L.A. Whole Group</b>	1 <sup>st</sup> - C Homeroom English L.A. Whole Group
9:00 – 10:00	<b>K3 Class Content Areas Sm. Group</b>	<b>1<sup>st</sup> - C Class English L.A.</b>
10:00 – 11:00	<b>K3 Math</b>	<b>1<sup>st</sup> - C Class Math</b>
11:00 – 11:30	Lunch	Lunch
11:30 – 12:00	Recess/Bathroom	Recess/Bathroom
12:00 – 1:00	<b>K3 Class Math</b>	<b>1<sup>st</sup> - C Class Math</b>
1:00 – 2:00	<b>K3 Class L.A. English L.A.</b>	<b>1<sup>st</sup> - C Class English L.A.</b>
2:00 – 3:00	Specialist	<b>Specialist</b>
3:00 – 4:00	Homeroom L.A.	<b>1<sup>st</sup> – C Class Content Areas Sm. groups</b>

For the two classes not doing Chinese Mandarin immersion, students will be exposed to the Chinese language and cultures twice a week. They will learn very basic vocabulary and communicative functions. They will gain the knowledge of Pinyin, use the Chinese Romanization system, learn the radical system of written language, and practice character writing. Chinese culture will be introduced and workshops of cultural perspectives are



embedded in the class time. The class will foster and promote enjoyment of language learning and understanding of culture to bridge the gap among different languages and cultures.

These twice a week Chinese classes will also give teachers more time to have professional planning time. Our educational philosophy is to use the interdisciplinary model across content areas to develop students' proficiency and mastery of content, strategies and skills to nurture and develop children academically. We will utilize our staff's expertise and departmentalize in the core subject areas by using two big blocks. For example, a regular Kindergarten teacher will not only teach whole class English language arts class for her own class, but also teach Math across the grades (K to 1<sup>st</sup> grade) if it is her specialty. So does a science teacher. Following is an example how the class will be departmentalized. K-2 teacher is the math, and 1<sup>st</sup> – B teacher is the science teacher.

#### Morning Block

Time	K-1	K-2	1 <sup>st</sup> - A	1 <sup>st</sup> - B
8:00 am– 9:00am	Whole Group English L.A.	<b>Whole Group English L.A.</b>	Whole Group English L.A.	<b>Whole Group English L.A.</b>
9:00am - 10:00am	K – 1 Class Sm. Group Guide Reading 1	<b>K – 2 Class Math</b>	1 <sup>st</sup> - A Class Sm. Group Guide Reading 1	<b>1<sup>st</sup> – B Class Science/SS/Writing</b>
10:00am– 11:00am	K – 2 Class Sm. Group Guide Reading 1	<b>K – 1 Class Math</b>	1 <sup>st</sup> - B Class Sm. Group Guide Reading 1	<b>1<sup>st</sup> – A Class Science/SS/Writing</b>

Note: Lunch and Recess occur between 11:00am and 12:00pm. The enrichment block will occur from 3:00pm-4:00pm.

#### Afternoon Block

Time	K-1	K-2	1 <sup>st</sup> - A	1 <sup>st</sup> - B
12:00pm – 1:00pm	K – 1 Class Sm. Group Guide Reading 2	<b>1<sup>st</sup> – A Class Math</b>	1 <sup>st</sup> - A Class Sm. Group Guide Reading 2	<b>K - 1 Class Science/SS/Writing</b>
1:00pm – 2: 00pm	K – 2 Class Sm. Group Guide Reading 2	<b>1<sup>st</sup> – B Class Math</b>	1 <sup>st</sup> - B Class Sm. Group Guide Reading 2	<b>K - 2 Class Science/SS/Writing</b>
2:00pm – 3:00pm	Homeroom Math (reinforce)	<b>Homeroom Math</b>	Homeroom Math (reinforce)	<b>Homeroom Math (reinforce)</b>

#### *The NoVo Academy Literacy Curriculum:*

For reading, writing, speaking and listening, a balanced literacy curriculum will be implemented. This is a curriculum that will support students and nurture their academic development as it is aligned with our mission. Balanced literacy focuses on using read-alouds, phonics instruction, small-group instruction, shared reading and writing in addition to whole group mini-lessons in a reading or writing workshop structure. The integrated use of these structures in a balanced literacy curriculum provides students with instruction in decoding, comprehension, phonemic awareness/phonics, vocabulary and fluency. This curriculum approach looks at

developing all students to become strong readers and capable writers, and it requires multiple approaches:

“Programs should acknowledge that systematic phonics instruction is a means to an end. Some phonics programs focus primarily on teaching children a large number of letter-sound relationships. These programs often do not allot enough instructional time to help children learn to put this knowledge into use in reading actual words, sentences, and texts. Although children need to be taught the major consonant and vowel letter-sound relationships, they also need ample reading (in uncontrolled text; i.e. NOT decodable text) and writing activities that allow them to practice this knowledge.” (Hudson, High, Otaiba 2007)

Indeed, a well thought out coterie of strategies has been shown to be the most effective and will be what NoVo uses:

“The National Reading Panel says using multiple strategies to understand finds considerable scientific support for its effectiveness as a treatment, and it is the most promising for use in classroom instruction where teachers and readers interact over text.” (National Institute of Child Health and Human Development (NICHD). 2000b)

Another important piece of NoVo’s literacy model will be the three strategies of mini-lessons, differentiated workshops, and reflection meetings.

Students’ diverse needs are met through the workshop instructional model which offers opportunities for whole group, small group and one-to-one instructional time. The balance of the mini-lesson, differentiated workshop core and reflection meeting for content development using skills and strategies is key. The mini-lesson offers students direct instruction on an explicit strategy or skill. “The teaching of each strategy should be explicit and intense and should include substantial opportunities for meaningful practice and application.” (Meister, Chapman 1996)

This Comprehensive Literacy Program is based on years of work with the Teachers’ College Reading and Writing Project at Columbia University, and has been reviewed by national consultants from New York, San Diego, and New England. At the NoVo Academy Charter School we consider the Comprehensive Literacy Program the core of our curriculum, setting the foundation for literacy across all content areas. The program utilizes a Read “To-With-By” instruction, which encourages comprehension (reading to students), discussion (reading with students), and fluency (reading “by” students). This is supported by substantial research on emergent literacy. Vaughn and Tyler (2002) stated in their research synthesis that “Repeated reading (e.g., reading the same book or story several times) interventions that were combined with comprehension activities enhanced both fluency and comprehension. Thus, it would seem to confirm the importance of including both of these elements in daily instruction”.

### ***The NoVo Academy Charter School Math Curriculum***

Like the reading and writing curriculum, The NoVo Academy’s math curriculum will be hands-on, interactive and inquiry-based, with an emphasis on problem solving inside thematic units of study. The curriculum will be implemented so that students develop conceptual understanding of mathematics that move from

the concrete to the abstract. The curriculum will support students to independently apply their understanding of mathematics to real world and academic situations. NoVo Academy will use a math framework that is data centered. We will also utilize additional resources that The Learning Community has developed, which are Common Core aligned, to strengthen our math implementation. This will include resources from *Contexts for Learning Mathematics* to support mathematical conceptual development and provide supplemental instruction that meets the needs of all learners. In an independent study from the State of Washington's Office of Superintendent of Public Instruction's review of supplemental programs, *Context for Learning Mathematics* was considered "the best supplementary math program for teaching strategy development." This study also found that *Contexts for Learning Mathematics* is "recognized as one of the best math supplemental math programs for meeting the diverse needs of today's contemporary classroom" including ELL students and culturally diverse schools that need culturally responsive math instruction (2007).

NoVo Academy will seek to contract directly with a consultant such as Janan Hamm, formerly of Math in the City, New York, New York, who has extensive national experience facilitating and crafting Common Core aligned, high quality math curricula with teacher input. She is currently working with The Learning Community.

### ***The NoVo Academy Charter School Science Curriculum***

*"Hand-on/minds-on science provides a real world context, a catalyst for learning, and natural opportunities to develop accurate and effective scientific communication."*  
(*Science and Literacy Integration Project*)

In keeping with our inquiry-centered philosophy, NoVo Academy Charter School's science curriculum will be designed to engage students in hands-on investigations of science phenomena in the physical, earth, and life sciences.

Initially, NoVo Academy will use the third edition of the Full Option Science System (FOSS) Science Kits. Each FOSS investigation follows a similar design to provide multiple exposures to science concepts. The design includes these pedagogies.

- Active investigation, including outdoor experiences
- Recording in science notebooks to answer the focus question
- Reading in *FOSS Science Resources*
- Assessment to monitor progress and motivate student reflection on learning

In practice, these components are seamlessly integrated into a continuum designed to maximize every student's opportunity to learn. An instructional sequence may move from one pedagogy to another and back again to ensure adequate coverage of a concept. This curriculum is currently aligned to the Next Generation Science Standards. We will work to develop a clear link between the language arts and science education so that learners in inquiry-centered classrooms regularly work together to question, plan, test ideas, read, write, draw, listen and speak as is expected in the Common Core State Standards in the middle school grades.

In concert with our teachers, we will revise and deepen our science curriculum to draw from the best national research in the areas of science, technology, engineering and math. As STEM education is a major push nationally, we will apply lessons learned from

around the country as we integrate technology and science into the school day beyond the science time, and use extended day programming to reinforce the STEM areas.

### ***NoVo Academy Academy Charter School Social Studies Curriculum***

NoVo Academy social studies curriculum will be grounded in a fundamental belief in the value and importance of cultural diversity. We see social studies as a place for students to learn and explore their own diverse backgrounds, histories and development as members of intersecting and interdependent cultures and heritages.

In keeping with our inquiry-centered philosophy, NoVo Academy social studies curriculum will be designed to engage students in inquiry approaches that facilitate looking at themselves and the world around them as well as analyzing events from the past. The social studies curriculum will be closely integrated with the reading and writing curriculum, moving from the more concrete skills and concepts of effective speaking and listening, to the more abstract concepts of engaged citizenship. The social studies curriculum will be developed in collaboration with the staff and the larger community. Specific attention will be given to creating a curriculum that reflects the diversity of the local community and student population. In addition to aligning our units to the Rhode Island GSEs, we will also align our instructional goals with the curriculum standards for social studies from the National Council for the Social Studies.

The standards for social studies are grouped into 10 strands by the NCSS. NCSS social studies programs include experiences that provide the study of:

- 1. Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity;
- 2. Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the past and its legacy;
- 3. People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments;
- 4. Individual, Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity;
- 5. Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions;
- 6. Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance;
- 7. Production, Distribution, and Consumption:** Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services;
- 8. Science, Technology, and Society:** Social studies programs should include experiences that provide for the study of relationships among science, technology, and society;
- 9. Global Connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence; and

**10. Civic Ideals and NoVo Academy Charter cites:** Social studies programs should include experiences that provide for the study of the ideals, principles, and NoVo Academy Charter practices of citizenship in a democratic republic.

***Aligning to Common Core Standards and the Partnership for Assessment of Readiness for College and Careers (PARCC):***

NoVo Academy will utilize The Learning Community's *Units of Study in Reading and Writing*, which are all aligned to the Common Core State Standards (CCSS). We will continue to reflect and revise these throughout implementation. We have begun reviewing Common Core standards and comparing them to current GLEs and GSEs in preparation for full implementation of CCSS in the fall of 2015t. These standards will be used closely when creating curriculum maps and crafting units. All curriculum-planning sessions with teachers who have studied GLEs, GSEs and Common Core standards in depth.

Grade level teams will develop yearlong curriculum maps with support from our internal Staff Developer, Director of Instruction and our Learning Community partners. These maps, as well as individual units of study, are collected quarterly and analyzed and reviewed for alignment by our leadership team. The role of the Staff Developer will provide embedded professional development to ensure the highest quality instruction. The Staff Developer will meet regularly with each grade level team and ensure curriculum planning is responsive to student data acquired from multiple sources including formative, summative and quarterly assessments. The Staff Developer will be a school-based position.

The Head of School, Derrick Ciesla, will work closely with the lead team. With support from The Learning Community the team will ensure that the curriculum is aligned to the CCSS and is then revised based upon student data. All curriculum work will be well communicated among instructional team members. The Head of School will manage and support all instructional team members. He/she will ensure that the curriculum is documented and aligned across grade levels, that expectations of curriculum and instruction are clearly communicated with all team members, that special education services and supports are effective and aligned with school-wide systems and expectations, and that data is regularly analyzed and used to inform revisions of instructional approaches and curriculum.

Quarterly, the Head of School will collect and review written plans. Any discrepancies in alignment will be brought to coaches and grade level teams for adjustments in curriculum planning. The Head of School will support curriculum implementation by regularly soliciting feedback on systems such as the master schedule, and making changes that further enhance instructional delivery. The Head of School will support curriculum implementation through accurate and frequent reporting and analysis with the Head of School that enables responsive budgeting, quick turn-around on classroom materials and efficient daily operations.

***Management, Development and Refinement of Curriculum***

To evaluate whether the curriculum is effective, NoVo Academy will administer quarterly assessments in reading, writing and math. Classroom teachers will administer these assessments with support from the reading specialist team, and Title 1 and resource teachers. Once the data is available, grade level teams will meet with the staff developer to analyze the data and make any necessary adjustments. Teachers will also have information about the

success of the curriculum in between the quarterly assessment windows from end-of-unit tests, chapter tests, conference notes, and other anecdotal notes taken. The school leadership team will also sit down with the staff developer and reading specialists to go over the school-wide assessment data. Action plans will be made at these meetings to address any gaps or issues that are showing up in the data.

To evaluate whether the curriculum is successfully implemented, the Head of the School will conduct ongoing observations in every classroom. They will provide feedback to teachers that will direct them to improve on specific aspects of their instruction as well as encourage them to continue the strong aspects of their practice. The staff developer will also provide coaching support to teachers to ensure the implementation will be successful.

NoVo Academy will be committed to ongoing development, improvement, and refinement of the curriculum. Teachers will have planning days throughout the year with their staff developer in order to plan for upcoming units. These planning days will provide teaching teams the time they need to collaborate to improve and refine their upcoming units. At the end of each unit, there will be a reflection meeting to discuss and record what went well and what didn't so that revisions can be made for the following year, as well as revisions to upcoming units to ensure that there is extra time allotted for review of skills that need more time. At these reflection meetings, teachers will also revise upcoming units to match the skill level of their class. That might mean slowing down, or speeding up the pace of the unit depending on their class data. Teachers will also have weekly common planning meetings to review and collaborate on upcoming lessons.

***Additional supports for new teachers:***

Classroom Observations: New instructional staff will spend several days observing classroom instruction and debriefing about classroom routines, transitions and instructional practices.

Summer Study: New teachers will be given copies of key texts central to our school's work to read over the summer. They will also be given curriculum maps, units of study and lesson plans from prior years to review the foundation of the curriculum.

New Team Member Orientation: Every August, all new and returning team members will have a daylong orientation to the school to learn/review our culture and systems.

Continuous Coaching at grade level: Embedded coaching will be provided by the Staff Developer.

***Best Practices that Support our Curricular Plan***

Throughout all of our content areas NoVo Academy students will be engaged in an inquiry-approach where maximizing student learning is at the forefront during all instructional times. Using a workshop instructional model, there will be a balance of the delivery of instruction to students between whole class, small group and individual to ensure that each individual learner receives appropriate instruction that is based on assessment data.

Instructional strategy	Required Y/N	School-wide or grade levels
<b>Effective, focused mini-lesson structure which includes modeling and demonstration of teaching point</b>	<b>Y</b>	<b>School-wide</b>
<b>Teacher conferring with students to inform differentiation and push students forward</b>	<b>Y</b>	<b>School-wide</b>
<b>Flexible, small group instruction across content areas</b>	<b>Y</b>	<b>School-wide</b>
<b>Accountable talk</b>	<b>Y</b>	<b>School-wide</b>
<b>Use of turn-and-talk, Interactive Read Alouds and other participatory strategies</b>	<b>Y</b>	<b>School-wide</b>
<b>Workshop core that provides independent time for students to apply teaching point</b>	<b>Y</b>	<b>School-wide</b>
Daily reflection on learning	Y	<b>School-wide</b>

NoVo Academy classrooms will all follow the Workshop Model, which will allow for teachers to meet the individual needs of each and every student. Every classroom will utilize all the same instructional methods. This purposeful school-wide commitment to the instructional methods and strategies will ensure that students will be very familiar and comfortable with the structures and procedures and not have to spend time each year starting over. This will allow teachers time to begin teaching new content faster and spend less time on review. Teachers will also be able to deepen their teaching practice and push students towards independence at a quicker pace. As the students get older, the amount of time spent on each instructional strategy will lengthen. For example, students in Kindergarten will have conferences with their teacher just like students in the 5th grade, but the 5th grade conferences will be longer and will have much more participation (goal setting and self-reflections) from the students. Therefore, the instructional methods will be adapted for different grade levels across the school by increasing the amount of time and student responsibility, while adhering to the commitment of following all the same instructional strategies.

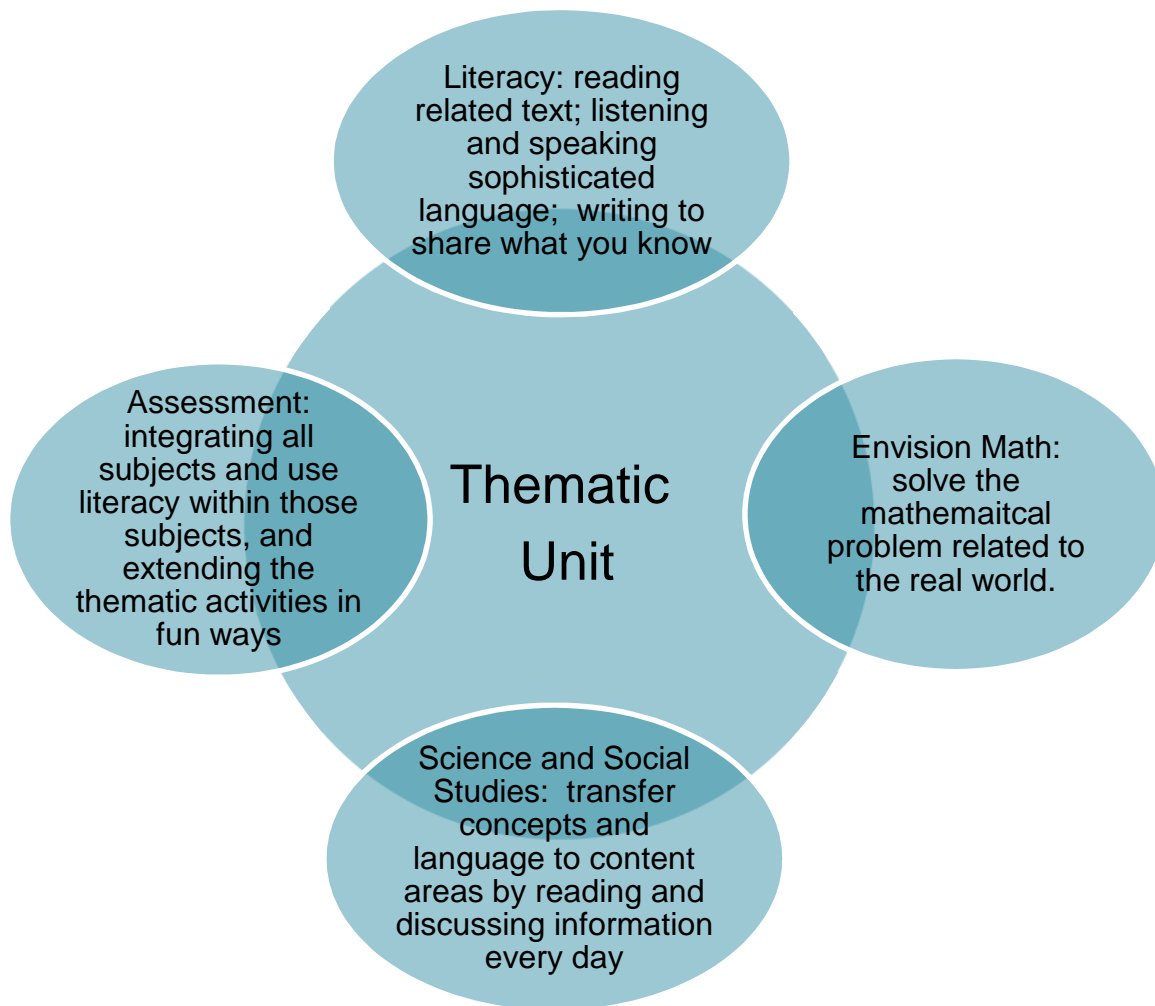
Strategies are selected from a menu of teaching points within a unit of study and are selected by teachers based on what assessments have revealed that the students as a larger group need rather than what the next lesson is in the teaching manual. During the mini-lesson, students are asked first to observe a demonstration of the strategy or thinking and then to try a bit of that strategy right there during the lesson. This is a quick, guided practice for students in which they can receive immediate feedback from both their classmates and their teacher. (Calkins 1994; Fletcher 1993; Graves 1994).

Students then move onto the differentiated workshop core and this constitutes the bulk of time in all content workshops. This is the time where students have opportunities to work and develop in a content area and to receive more instruction or support if needed that is differentiated for them as a learner. “To develop as readers, striving students need substantial opportunities to read text written at a level they can read” (O’Connor, Bell, Harty, Larking, Sackor, and Zigmond 2002). During this time focused student work is happening through independent practice, small group instruction or conferences with the teacher. Students independently practice the strategies and skills they have been learning with the work of the content area. During this time, the teacher meets individually with students for a conference or meets with a small group.

Conferences and small-group work provide students with individualized instruction based on each student’s need as indicated through assessment. Students receive both direct instruction and guided practice during these sessions to meet the diverse needs of all students (Atwell 1989; Anderson 2000, 2005; Calkins 1994; Graves 1994). This instructional model will support students’ diverse needs as learners while nurturing their academic growth and provide authentic contexts for literacy work.

The benefits of using thematic units in the classroom were evident when examined through scientific research. A thematic unit curriculum allows an educator to take a concept and integrate it throughout the curriculum. The units provide students opportunities to work on individual skill-based objectives with curriculum standards woven throughout the curricular material (Shanahan, Robinson, & Schneider (1995) - Thematic units bring effective teaching together with a central idea or topic. Theme-based units provide students with greater opportunities to work on individual objectives with curriculum standards woven throughout the material taught (Gardner, Wissick, Schweder, & Canter, 2003). Curriculum objectives are achieved using meaningful and creative activities even while meeting different skill needs with varied content.





**Research suggests that utilizing the thematic unit provides the following:**

**1. Connections to the Real World**

Several researchers pointed out using thematic unit education fostered students' connections to the real world (Morrow, Pressley, Smith, & Smith, 1997; Ramey, 1995; Ronau & Karp, 2001; Winograd & Higgins, 1995). It helps students understand connections and how to connect from the real world. It makes connections through a common theme by focusing the learner on mastery of overall goals, and models for students the resources used in research.

**2. Building Schema and Higher Order Thinking Skills**

**Morrow, Pressley, Smith, and Smith (1997)** - A child is able to draw on background knowledge when interacting with others reading, writing, listening, and speaking about stories of personal interest.

**Nyberg and McClosley (2008)** –By providing images in a number of different forms, paired with academic language aids, students made enduring associations of connections

to new concepts. Technology can be utilized in the classroom by integrating computer skills into creative activities. It is also a big time saver, teachers can teach multiple subjects at one time across the content areas.

### 3. Transfer of Knowledge Between Content Areas

**Ramey (1995)** - In this study art and music teachers, as well as the media coordinator, worked with classroom teachers in order that the thematic activities would be extended into their areas.

**Winograd and Higgins (1995)** – In an integrated math with language arts program in mathematics, students were permitted to write, solve, and share mathematics story problems, thus allowing mathematics and language arts goals to be addressed within the same lesson. For K-2 Chinese Immersion class and the regular classes, the guided reading block is critical to development of literacy. During that block, students have choice in what they learn – topic choice. Students have to reach the same learning goals by utilizing their collaborative and cooperative learning skills to create a community of learners.

### 4. Student Centered and Motivating

**Dewey (1938)** - Strongly recommended students have some say in what experiences would be meaningful to stimulate learning.

**Nyberg & McClosley, (2008); Winograd & Higgins (1995)** - Being student-centered was an important benefit of using thematic units that contributed to promoting positive attitudes about education and school.

**Stevens and Starkey (2007)** reported success in a student-centered thematic unit study. They used a thematic unit on shelter modeled from a study by Alleman and Brophy (2001) to examine the effects of thematic teaching on reading and writing skills with second-grade students. This model will keep students engaged through making learning activities fun/variety while the teacher is able to be creative, authentic, and original. Teachers can expand the assessment strategies by integrating all subjects and using literacy within those subjects.

The weekly lesson plans are based on one theme both for the Chinese Immersion class and the regular classes. All the academic subjects are blended in this theme. Following is an example of the Kindergarten curriculum.

Week 1	Theme 主题 Family 朋友	Week 2	Theme 主题 What is a Family? 什么是朋友?
Monday 一	Literacy: The Letter in my Name. Math: Count my name letter	Monday 一	Literacy: Is it a Letter? Math: Let's Trace our Fingers!
Tuesday 二	Music: Follow the Leader! Social Studies: Point and Tell	Tuesday 二	Music: Duck, Duck, Goose. Social Studies: Talk and Touch
Wednesday 三	Literacy: Call me Alex Math: Count with Allie	Wednesday 三	Literacy: Corduroy. Math: How Many?
Thursday 四	Music: Freeze Game Science: Let's Be Scientist	Thursday 四	Music: Music in Square. Science: Living or Non-living
Friday 五	Literacy: My Name, Your Name. Math: Dig for Treasure!	Friday 五	Literacy: Family Share, Family Care. Math: Five-Frame Counting

As noted previously, our curricula align instruction to common core standards. When teachers will introduce and explore the unit's concepts through rich, structured conversation, students' answer will address:

CCSS Reading R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text;

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;

CCSS Speaking/Listening R. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly.

The unit study helps to develop complex context knowledge and vocabulary. It expands on a single concept with engaging literature and nonfiction, math and science, so it will build better readers in all content areas. With family as the theme mentioned above, it can integrate the basic elements of each discipline so that overlapping topics and concepts from these disciplines are brought together. As children talk about their siblings' behaviors as well as their parents', it will also address:

K-LS – K-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. As they learn to count the name letters or the family members, it will address: CCSS. Math. Content. K. CC. B4. Understand the relationship between numbers and quantities; connect counting to cardinality.

#### IV(c). Learning Environment and Pedagogy

As we stated in our mission statement, our purpose is to role model and nurture respect, perseverance and compassion as the springboards of a sound educational foundation for our children. Therefore, the focus of the program is student-centered. The emphasis for teachers will be on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning.

Our educational philosophy is to use the Workshop Model across content areas to develop students' proficiency and mastery of content, strategies and skills to nurture and develop children academically. Using a workshop instructional model provides students with a gradual increase of responsibility over time and teaches to mastery of content, skills and strategies. This sets the context for a rigorous comprehensive educational program that aligns with the school's mission and vision and provides an ideal structure for learning and teaching. The workshop structure can be used across content areas. The use of this instructional model reduces the need for students to adjust to how the teaching occurs and be able to focus on what is being taught. The workshop structure has 3 main components: **mini-lesson, differentiated workshop core, and reflection meeting.**

Based on the decision to use the thematic study model and departmentalize the core subjects, setting up classroom, classroom routines, and built-in supports are very important for a successful program. Teachers are encouraged to set up their own classrooms accordingly to provide appropriate spaces for the different kinds of activities that take place in the classroom. Class routines should contain the language and steps to make instruction explicit. Built-in supports will incorporate the following practice throughout each day:

- \* Connect to what children already know
- \* Encourage them to activate and build on their prior knowledge
- \* Introduce a small amount of new information at a time
- \* Always model a new skill before asking them to use it
- \* Provide ample practice
- \* Monitor their progress regularly by providing corrective feedback across the content areas;
- \* Use visuals and graphic organizers to clarify instruction
- \* Provide cumulative and spiraled review of previously learned skills

Whole-group instruction, coupled with small-group time, and independent practices are blended into the classroom every day. In order for the children to learn effectively, teachers will be provided 2 common planning times, one for the grade level meeting and another one for content areas meeting because planning is a key to keeping children actively engaged in learning. Scaffolding and differentiated instruction are incorporated as additional steps to help children bridge gaps in learning.

NoVo Academy will prepare its students to be productive globally by providing the skills that are pivotal to achieve the 21<sup>st</sup> century goals:

- Critical thinking
- Active learning
- Problem solving skills
- Communicating, making connections, creating and expressing oneself in a variety of ways
- Contextualized knowledge, which is meaningful and can be retained

Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Teachers are encouraged to work with their co-workers to use the following strategies:

**Collaborative Teaching/Learning** – Teachers will work closely with their grade level and the content areas colleagues to plan, share, and solve problems. Students will work in small groups to complete a specific task or to work together over time to complete various assignments. The most productive collaborations involve a fair division of labor and relevant and complex projects that cannot be completed by an individual alone. Therefore, interdependence is required.

**Open-ended questioning** - Open-ended questions will lead students to think analytically and critically. Ultimately, a good open-ended question should stir discussion and debate in the classroom sparking enthusiasm and energy among students.

**Demonstrating** - Model how a skill should be performed. Or students are observed as they perform a skill so everyone will learn from each other.

**Gaming** - Competitive activity based on course content. Moderate competition enhances performance. It can not only reinforce content understanding and skill practice, but also strengthen critical thinking in games where strategies must be developed to solve problems.

**Graphic Organizers** – It will provide a visual aid to facilitate learning and instruction. It can not only help students to understand the concepts and see the relationships, but also help teachers to “map out” their ideas how to teach effectively. Within the thematic study model,

graphic organizers can be applied across a range of curriculum subject areas in science, social studies, language arts, and math.

**Immersive Environments** – In the Chinese Immersion classroom, students speak, hear, write, and read only Chinese. They will gradually become fluent in speaking and reading Chinese. The brains of balanced bilingual children are challenged to develop simultaneous connections between multiple representations of items, resulting in superior cognitive skills.

**Problem Solving** – Our curriculum will integrate problem scenarios common to interdisciplinary areas to allow students to strengthen creative and critical thinking.

- **Brainstorming** – As a community, students will brainstorm for refining the definition of a problem, generating multiple solutions to a problem or multiple designs for developing something new, and to identify possible threats to the solutions and designs. It promotes creative and critical thinking.
- **Change the Rules** - Rarely do circumstances stay the same for long in the real world. Integrating changes in a problem scenario during the solution timeframe provides necessary experience with responding to new information.

**Student Presentations** - Research shows peer learning is an active learning strategy that results in significant gains in learning. Students are provided opportunities to practice professional roles and improve communication skills.

#### **IV(d). Specific populations**

At the NoVo Academy, it is the expectation that all students will receive a world-class education and that there will be a high level of rigor in each classroom. We believe that all students have the potential to make considerable, measured gains. It is understood that all students are at different levels in their learning. Too often, students are identified as needing support services through special education and end up with Individualized Education Programs (IEP) that are not specific to their needs. They receive varying rates of instruction using the same curriculum and the same strategies as their regular education counterparts without taking into account the students specific learning styles. What if every student's learning began at their assessed level of current knowledge; he or she progressed only when they demonstrated mastery; the curriculum is such that; it offers multiple opportunities for re-learning and re-assessment; skill attainment was racked with real time data on student performance on an item by item basis? What if teachers were empowered to create flexible groupings for remediation and acceleration?

In addition to creating supports for teachers, NoVo Academy will focus on creating specialized and unique opportunities for teachers to share best practices around core academic areas. This venue will be called Teacher Support Team (TST.)

##### ***1. For Struggling Students:***

The Response To Intervention (RTI) process will be used to identify, assess and provide specialized instruction to each student in need. The model at NoVo Academy will be a multi-tier approach to the early identification and support of students with learning and behavior needs. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education

and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

*Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

**Tier 1:** High quality classroom instruction

**Tier 2:** Targeted interventions

**Tier 3:** Intensive interventions and evaluation

For students who are not meeting standards with academic success in our Tier I instruction, NoVo Academy will implement interventions at the earliest stage possible using formative and interim assessments to guide our decisions and ensure that no student “falls through the cracks.”

List of intervention programs (academic & behavioral)	# of Individual students assigned	Method for determining assignment	Duration of intervention, i.e., six week program or in-classroom extra help daily
Literacy tutorial / Guided Reading	<b>TBD</b>	Quarterly interim	7-8 weeks
Just Words	<b>TBD</b>	WIST assessment	2 year program; assessed quarterly
Wilson Reading System	<b>TBD</b>	WIST assessment	Ongoing; assessed annually
Math Safety Net	<b>TBD</b>	summative + formative data	7-8 weeks
Math Skills Group	<b>TBD</b>	summative + formative data	4-6 weeks
Writing Safety Net	<b>TBD</b>	summative + formative data	7-8 weeks
Road to the Code	<b>TBD</b>	PASI interim assessment	12 weeks; assessed twice annually

In order to ensure student success, all students will have the following:

- *High-quality, scientifically based classroom instruction with a high level of rigor.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. This data is then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students’ instructional needs are based on multiple data points taken in context over time.

- NoVo Academy will continuously evaluate refine RTI intervention strategies by taking what the ongoing research has already showed us of what works and develop direct ways to translate the research into best practices based upon our student outcomes using the interventions and our student needs from data driven instruction.

## ***2. For Students Learning English***

The NoVo Academy student population will include students for whom English is a second language. The NoVo Academy will employ one (1) certified ESL teacher for the first year of the school's operation and hire a second ESL teacher if population permits. The team will ensure full compliance with State and Federal laws pertaining to English Language Learners (ELLs) (e.g., the Equal Education Opportunity Act of 1974, Title VI of the Federal Civil Rights Laws). NoVo Academy will adopt a well-researched English Language Development (ELD) block instructional model. A recent study suggests that ELD likely benefits from a separate period. Researchers found that when a separate ELD block was used, students scored higher on a standardized measure of English oral language. Teachers spent more time on oral English and were more efficient and focused in their use of time. The ELD block was, by design, targeted at oral English language development, and teachers taught accordingly. In contrast, when there was no ELD block, less time was spent focusing on English per se and more on other language arts activities such as reading (Goldenberg, 2008).

Our partner, The Learning Community has worked with EL Achieve based in San Juan Capistrano, CA, to implement this approach. EL Achieve has had dramatic results with their partners across the U.S. can be found at <http://www.elachieve.org/results.html>. Additionally, The Learning Community has made remarkable gains in this area in particular and has agreed to share with us the work they have done with regard to serving ELL students. On 2011 NECAP testing, The Learning Community outperformed all schools with student populations that are more than 59% Latino, in all subject areas. At both the elementary and middle school levels, The Learning Community dramatically exceeded achievement trend-lines for schools that serve predominantly Latino students (Goldenberg, 2008).

NoVo Academy will provide teachers the professional development necessary to embrace this program and its implementation. Both ELL teachers and general education teachers, through thorough education, will understand their respective roles in implementing this and will provided ample opportunities for communication regarding student achievement in this area. NoVo Academy shall identify English Language Learners in accordance with Title16, Chapter 16-54, sec L-4-3,4 developed by RIDE ( Lynch, in a letter to District ELL Administrators, 2011).

When a student is registered at NoVo Academy, a determination of ELL's shall be made through the Home Language Survey developed by RIDE. The Home Language Survey shall not be used to deny any student the right to participate in, or benefit from, any program or service. The ACCESS® test will be administered in the event a family indicates that another language is spoken at home. This test will help to determine the student's level of English proficiency and to build a program unique to the student's needs. This test will be administered twice annually, so that we may monitor students' progress over time. Discharge from the ESL program only comes when students meet one of the following criteria: achieve a literacy composite score greater than or equal to 4.5 on the ACCESS®; achieve a comprehension composite score greater than or equal to 5.0 on the ACCESS®; achieve a speaking proficiency level score above the district-established minimum; achieve proficiency or above on the NECAP; or achieve passing grades in one or more core subjects. We will avoid over-identification of ELLs and determine whether a learning disability is contributing to a language deficiency by ensuring collaboration between our certified ESL teacher and our special education teacher.

The *2012 Amplification of the ELD Standards, Kindergarten–Grade 12* will be used as a resource to design instruction. Additional research-based strategies will be drawn from *English Language Learners: The Essential Guide* (Freeman & Freeman 2007). Depending on the

student's level of need, services will either be provided in the classroom or outside the classroom in a small group or one-on-one format. Our ESL staffing will be determined based on the amount of students who qualify for services. Alternatively, we will encourage all of our teachers to pursue ESL endorsements and partial tuition reimbursement will be provided to teachers who enroll in ESL courses.

All written documents and materials disseminated by NoVo Academy will be translated so parents can be informed and engaged. Finally, parents of ELLs will be invited to join our *Parent Advisory Council* that will meet four times annually. The purpose of this Council will be to provide parents with support, guidance, and strategies to enhance our ELLs learning. The success of our ESL program will be measured by the longitudinal growth of our ELL students and feedback from families.

### ***3. For Students with Disabilities***

The NoVo Academy is dedicated to carrying out RIDE's mission of ensuring that students have free access to "free, appropriate public education", while protecting their rights under the Individuals with Disabilities Education Act (IDEA). Under IDEA, specific requirements are highlighted for students with disabilities. These include Least Restrictive Environment, Individualized Education Planning, and a focus on transition.

In the Least Restrictive Environment, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. The following service describes an option in the continuum of services for students with disabilities. Integrated Special Education Services assigns one special educator per grade level to provide support to students with disabilities in an integrated setting. These services provide a supported, heterogeneous age-appropriate classroom environment that assists students with disabilities in meeting their reading and math goals in the least restrictive environment. Research supports that students with disabilities in inclusive classrooms perform better on standardized tests, are more motivated to learn, meet IEP goals more effectively, and have better grades and on-task behavior (National Center for Education Restructuring and Inclusion, 1995). Also important to note is that students without disabilities are not affected in regard to academic performance in the inclusion classroom (York, Vandercook, MacDonald, Heise-Neff, and Caughey, 1992).

The inclusion classroom at NoVo Academy will employ differentiated instruction by both general and special education teachers to students with disabilities. Involved in this process, students with disabilities will work with their peers in learning groups that allow for social interaction that would otherwise be difficult in a self-contained classroom. Peer tutoring at NoVo will also be promoted. One study showed that math scores of students with and without disabilities improved with the implementation of these collaborative working plans (Slavin, Madden, & Leavy, 1984).

The NoVo Academy will utilize programs such as Child Outreach and the Individualized Education Program (IEP) to provide an environment in the school that fosters student success. IEP meetings will be conducted yearly, or as necessary, for each student with identified areas of focus highlighted and measurable goals identified for each academic year. Necessary interventions are delineated and NoVo Academy will provide any resources and services necessary. It is essential that each meeting will involve coordination of both regular education and special education teachers so that there is exceptional communication regarding each student's specific needs.

These teachers will meet weekly during common planning time to discuss goals set forth during the IEP meeting and students' progress toward these goals. At this time, teachers will identify different interventions and/or approaches to help each student reach his/her goal.



This program is designed to meet the IEP needs for students with disabilities who may have below average to above average abilities. These students with disabilities may have varying learning styles, adaptive behaviors, communication and processing abilities. The students may need assistance with acceptable classroom behaviors that may interfere with learning, sensory needs that may require environmental adaptations, or executive functioning and organization. They may require enhanced supports in accessing the general education curriculum, peer networking and opportunities for peer interactions.

The goal for providing services for students with disabilities will be within the general education classroom. If it is evident that necessary services cannot be provided in the general education classroom, specialized instruction and services will be provided to students outside the classroom, either one to one, or in a small group setting with students with similar needs. These services will be provided within the construct of the schedule wherever it is determined that each student requires differentiated instruction (e.g., math, literacy). Every attempt possible will be made to incorporate services such as Speech, Occupational and Physical Therapy into the general educational classrooms, so that the student will not miss out on any instruction time. For example, occupational therapy may be provided during literacy and writing times; while physical therapy may be incorporated into the physical education program. These services will generally be provided by a separate, contracted company on an as-needed basis that is in full support of NoVo's IEP's.

### ***How Students with Disabilities Are Identified***

If a student is identified as struggling on formative or summative assessments, or during daily classroom tasks, RTI is initiated. Students will complete all Tiers of the RTI process. When this process has been exhausted, and the student continues to struggle with classroom material, a qualified team, including the family of the student will convene. All relevant data will be reviewed, and a determination for a comprehensive evaluation will be considered. The evaluation will be provided by a team of qualified professionals either by NoVo Academy or others contracted with our organization to provide services. A variety of assessment tools will be utilized to gather relevant functional, developmental, and academic information about the student, also including family history (e.g., Woodcock-Johnson III, The Wechsler Intelligence Scale for Children (WISC), the Behavior Assessment System for Children (BASC2)). It is important to note that the NoVo Academy intends to utilize a variety of assessments and information, rather than relying on a sole assessment score for the determination of student eligibility for specialized instruction. This will involve collaboration with the student, family, and other potential parties involved in the student's care, and, as a team, student disability will be determined.

It is NoVo's intention to avoid inappropriate diagnosis of disability at all cost. As noted in the Curriculum section of this application, NoVo Academy will have processes in place to consistently monitor the effectiveness of our curricula. This, combined with thorough teacher evaluations and rigorous supervision in collaboration with RIDE's evaluation model, will ensure that all students have access to the same level of instruction. This will allow to rule out ineffective instruction's contribution to the inappropriate diagnosis of disability. This is supported by the RTI Action Network (<http://rtinetwork.org>).

### ***Support to Students:***

The following supportive constructs will be implemented at NoVo Academy:

- A special education teacher is assigned to an individual grade level for support and intervention.
- The special education teacher at each grade level will be the case manager for each student with disabilities at their assigned level.
- The special education teacher at each grade level will be responsible for the implementation of their assigned students' IEPs.

- Each grade level special education teacher will provide grade appropriate core instruction to a heterogeneous group of students at that grade level for ELA (Reading Block).
- Each special educator will provide interventions/small group at the instructional level to support students with disabilities and general education students in the RTI process as appropriate.
- Each special educator will provide specially designed instruction to those students who require written language and math support in their IEPs. The schedule of implementation for this service will typically be accomplished by providing instruction in the general education classroom working in collaboration with the general education teacher.
- Students are strategically grouped and scheduled to provide maximum support and services.
- Special educators are responsible to provide specially designed instruction as designated on student's IEPs.
- Paraprofessional support to students with disabilities will be provided as appropriate to facilitate learning.
- All students with disabilities will be assigned to grade appropriate general education classrooms.

#### ***Support to Staff:***

- The special education teacher, related service providers and general education teachers communicate and collaborate regarding instructional accommodations and modifications, student progress and testing accommodations relating to the student's disability and IEP goals and progress. All should seek information regarding the student's performance in the general education classroom.
- The special education teacher and related service providers can also provide general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- Special education teachers can provide general education teachers with a copy of the IEP or IEP at a Glance.
- The social worker, school psychologist, special education teacher and general education teacher will develop classroom management plans and/or individual student behavior plans, as needed, to assist students to transition and to navigate the school environment. These plans will be based on a positive behavioral approach.
- OT consultation is available for students with sensory or fine motor needs.
- Speech language pathologist is available to provide consultation regarding expressive and receptive language needs.

#### ***Support for Parents/Families:***

- The special education, general education teacher and related service providers inform parents of the structure and routine of the program at the start of the year.
- The teachers and related services staff provide the parents with a report of the student's academic progress including progress on IEP goals and objectives.
- The teachers, psychologist, and social worker inform parents of behavior plans and provide assistance to the family in supporting the plan.
- Special education teachers will schedule and lead all IEP meetings for their assigned students.

#### ***Professional Development Plan***

NoVo Academy will provide training for all staff involved in special education services, which will include training in analyzing and accommodating diverse learning needs of all students. NoVo Academy will also provide training in methods of collaboration among teachers, special educators and teaching partners to accommodate these diverse learning needs. In addition, NoVo Academy will hold workshops with parent advisory councils on the rights of students and their families under State and Federal Education Laws.

### ***Special Education Staffing Levels***

#### **Years One Through Five:**

One special education Administrator will be employed in Year One, and will be the local education agency's representation for all special education meetings (LEA). An additional half time administrator will be employed for years Three through Five.

The NoVo Academy will employ one special education teacher per two grade levels. Each special education teacher will have one teaching partner. For example, one full time special education teacher and one full time teaching partner will be employed in Year One, one and a half in Year Two, two in Year Three, and so on.

As a special education teaching partner will be provided, NoVo Academy will employ aides on an as-needed basis as designated on individual IEP's.

Specialized Services such as Speech, Occupational and Physical Therapy will be contracted for on an as-needed basis, as designated on specific IEP's.

#### ***Evaluation of the Special Education Program***

NoVo's special education program will be consistently monitored in relation to the successful achievement or progression toward meeting established IEP goals. Teachers and administrators will meet on a consistent basis to analyze the effectiveness of their instructional strategies as they align with the curricula via common planning time meetings and weekly RTI meetings. If changes are required, the Special Education Administrator, along with the Head of School, with collaboration with special education staff, would make changes to the types of services provided as necessary. Planning days, as noted in the Curriculum section of this application will also provide special education teams the time they need to refine services for each student.

#### ***4. For Gifted or Advanced Students***

NoVo academy will provide a clear method of identifying students who are gifted or advanced. The NoVo Academy staff will look at student strengths, information from achievement and ability tests, classroom performance, teacher recommendations and parent input to guide these methods. There will be a team that convenes to determine whether a student is gifted or advanced. The team may or may not identify a student as advanced or gifted based upon a preponderance of the evidence gathered during the assessment process. Gifted or advanced students will perform or show the potential to perform at or above the second standard deviation from the mean on standardized ability and achievement tests.

In an effort to meet the needs of all learners at NoVo Academy, NoVo will access online resources and reach out to the following organizations that exhibit best practices working with gifted and advanced students.

5. The Council for Exceptional Children ([www.cec.sped.org](http://www.cec.sped.org))
6. The International Gifted Education Teacher-Development Network ([www.iget-network.org](http://www.iget-network.org))
7. National Society for Gifted and Talented ([www.nsgt.org](http://www.nsgt.org))
8. National Research Center For the Gifted and Talented ([www.gifted.uconn.edu/nrcgt/](http://www.gifted.uconn.edu/nrcgt/))

Gifted and advanced students will receive differentiated lessons within the general classroom setting. Differentiated instruction is considered one method in which to provide every student with the chance to succeed (Beecher & Sweeny, 2008; Fisher, Frey, & Williams, 2003; Latz, Neumeister, Adams, & Pierce, 2009; Rock, Gregg, Ellis, & Gable, 2008; Tomlinson, 1995). NoVo Academy will implement a tiered approach. For any lesson, the teacher can designate three to six different objectives that focus on the same concept and generalizations, but use resource materials and learning activities that increase in complexity. Tiered lessons offer all students a match between their personal readiness level and content level, and they allow all

students opportunities to challenge themselves, all the while exercising a core value and belief of perseverance that is embedded in our mission statement.

In addition, these students will receive enrichment services outside the classroom. It is well documented in the literature that *pullout* models in gifted education have “significant positive effects for the variables of achievement, critical thinking, and creativity” (Vaughn, V. L., Feldhusen, J. F., & Asher, J. W., 1991).

We would like to note that NoVo Academy will make a commitment to have an educator in the school extensively trained to meet the academic and social emotional needs of these students. By joining organizations, such as the National Association For Gifted Children, NoVo Academy’s educators will have access to networks for professional development and the latest research in this area to best serve these children.

#### IV(e.) Assessment System

*NoVo Academy Developed Mandarin Assessment of Each Content Area, Based on National Standards*

During the planning year (2014-2015) NoVo will design an assessment of mastery of grade-specific national standards for core content areas (science, mathematics, language arts and social studies), given in Mandarin.

External assessments	Purpose	Schedule of administration	Use of data
Fountas & Pinnell	Determine student’s independent & instructional reading level, accuracy, comprehension & fluency	Grade 2 & students below benchmark: 4 x per year; 3x per year for grades 3-8	Data is used to determine adjustments to classroom instruction and additional intervention services needed by each student
Roswell/Chall Word Analysis	Determine phonic knowledge	Grade 2, quarterly	“
High Frequency Words Reading	Determine knowledge of most frequently used words	Grades K-2, quarterly	“
High Frequency Words Writing	Determine knowledge of most frequently used words	Grades 1-2, quarterly	“
Developmental Reading Assessment (DRA)	Determine student’s independent & instructional reading level, accuracy, comprehension & fluency	Grade K-1, quarterly	“
Clay’s Observational Survey, Letter ID	Determine which letters and sounds a child can identify	Grade K-1, quarterly	“
Wright’s Concepts of	Determines which concepts of print a	Grade K-1, quarterly	“

Print	student can identify		
Clay's Observational Survey, Dictation	Determine how well a student can hear a sound and assign them a letter	Grade K-1, quarterly	“
Daily turn and talk observations	Insight into mini-lesson comprehension	Daily, Grades K-1	“
Small group notes and data	Insight into skill acquisition	Daily, Grades K-1	“
Conferring records	Insight into the quality of student work and individual student needs	Daily, Grades K-1	“
Math unit and chapter tests (elementary)	Assessment of conceptual understanding	Grades K-1, every 4-6 weeks	“
Writing interim assessment using TRIAND database	Assessment of written language to prompts	Grades 1-2, quarterly; Grades K & 3-8, 3X times per year	Data informs curriculum adjustments; determines adjustments to classroom instruction & intervention services for each student
Math interim assessment using TRIAND database	Assess gaps of content knowledge or growth in cohorts based on previous assessment data	Grades 1-2, quarterly; Grades K & 3-8, 3X times per year	Data informs curriculum adjustments; determines adjustments to classroom instruction & intervention services for each student
Science interim assessment using TRIAND database	Assess gaps of content knowledge or growth in cohorts based on previous assessment data	Grades 3 & 5-7, 3x per year; Grades 4 & 8, 2x times per year	Data informs curriculum adjustments; determines adjustments to classroom instruction & intervention services for each student
DIBELS	Progress Monitoring in Phonological Awareness, Alphabet Principle, fluency with Connected Text, Vocabulary and Comprehension	Grades K-3, 3x per year with progress monitoring for students not meeting benchmark	Data informs curriculum adjustments; determines adjustments to classroom instruction & intervention services for each student
GRADE	Literacy, Reading Competency and Benchmarks	Grades K-5, 3 x per year	Data informs curriculum adjustments; determines adjustments to classroom instruction & intervention services for each student
GMADE	Measures Student Progress in the area of Mathematics	Grades K-5, 3x per year	Data informs curriculum adjustments; determines adjustments to classroom instruction & intervention services for each student
ACCESS for ELL's	Address English language development areas in five	Four Grade level clusters (K, 1-	Data is used to determine adjustments to classroom

	content areas – social and instructional language, English language arts, Math, Science, and Social Studies	2, 3-5	instruction and additional intervention services needed by each student
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The NoVo Academy's assessment system will be integrated into our instructional approach and will guide quick responses at the classroom, support service and school levels to ensure that resources are deployed to support student achievement.

Formative assessments will be used by classroom teachers across the school on a daily basis to gauge student progress and adjust instruction rapidly. Notes from conferring, small group work and observations will inform instruction every day across all grades and subject areas. If teachers see a student they feel is slipping below benchmark, they will discuss this student with the Staff Developer or Director of Instruction immediately.

Interim quarterly assessments will provide a more comprehensive overview of student's performance in reading, writing and math. Every student's data will be examined, with emphasis on:

- Individual student performance for students already on a PLP, any student below benchmark and students who are just one level below benchmark
- Specific area of concern for students reading below benchmark
- Trends within particular classrooms or grade levels
- Trends over time as cohorts progress

This analysis will drive our academic safety net systems, determining which students will receive extra support and determining our staffing for that quarter. It may also reveal a need for extra support for specific classroom teachers.

We will utilize scoring teams across math and writing interim assessments. Teachers, specialists and staff developers will look at the same grade level throughout the year to ensure consistency in scoring practices as well as noticing grade level progress, weaknesses and trends.

School leaders, coaches and reading team members will lead grade-level and school-wide data analysis following each quarterly assessment round. Our coach will work with grade-level teams at common planning time and in planning days to revise curriculum based on data. Reading, math and writing safety net team members will analyze school-wide data and present trends, as well as Planning Committee reviews these trends to inform school wide strategic goals.

Class data profiles will inform professional action plans of individual teachers and the coaching plan for that teacher. For example if reading benchmarks are not being met according to benchmark expectations for that time of year and the reason seems to be related to instruction, that teacher's coach will work with that teacher in the area of small group reading instruction.

Summative data will be reviewed on an annual basis to inform our work in ELA, math and science.

Students will be regularly assessed across all subject areas, academic and non-academic areas. Non-academic areas will be assessed at end of units and results reported to families quarterly through semi-annual parent conferences and semi-annual report cards. Assessments for physical education will be standardized, nationally normed and age appropriate evaluations of physical education standards. For art instruction, art teachers will be responsible for grading student work, and designing and scoring rubrics to assessment end of unit products.

Other non-academic goals, such as behavior and leadership will be defined through the report card document to include clear and demonstrable indicators of goal attainment.

We will report assessment results to our Board of Directors as described in the Management section of this application. Parents and community members will receive key

raw data on their own children at conferences and when there is a unique circumstance. At least annually, we will share school-wide results with our entire parent/family constituency both verbally and in writing.

External commercial assessments were selected on the basis on meeting the needs of the organization and the students we serve. Looking at best practices in the state our commercial assessments were identified as giving practitioners the greatest amount of information through analyzing item analysis data. This information will be useful in driving instruction for greater student outcomes. School developed assessments at NoVo Academy have been used by our partnering school the Learning Community and have yielded positive results for the school community. Assessments will be created and refined based on student achievement measured by these formative and summative assessments.

#### **IV (F) Promotion and Graduation Policy**

Students in will be promoted to the next grade if they possess the knowledge and skills appropriate for their grade levels as demonstrated on multiple measurements by their academic performance. Attendance, chronological age and social maturity will also be determining factors of promotion. There will not be a single measure that will qualify a student for retention or promotion. Families at the NoVo academy will always be part of the process and the decision-making. There will be four marking periods each school year. Students will receive a report card at the end of each quarter, which will inform the students' performance on Common Core grade level standards and include an extensive narrative on the students' social-emotional progression.

When it is necessary to retain a student, NoVo Academy shall develop a Personal Learning Plan for each retained student that may include, as appropriate, in-school, after-school, and other interventions developed with the Head of School, counselor, teacher and parent(s) that target the student's assessed learning deficiencies. Each retained student shall participate in a Personal Learning Plan.

##### **Parent Notification**

During the last month of parent(s)/guardian(s) of all students shall receive notification regarding the promotion of their child(ren). The parent(s)/guardian(s) of students who cannot be promoted in June shall be informed by mail and by notice provided to the student that, in order to be promoted to the next grade in August, their child(ren) must: (1) attend and successfully complete summer school/program; (2) have a summer school attendance record of no more than three (3) unexcused absences; (3) receive passing summer school grades in reading and mathematics and, as applicable.

Promotion Criteria for Students with Disabilities- Students with disabilities (including English Language Learners with a disability) receiving special education and related services under an Individualized Education Program (IEP) are expected to meet the same promotion criteria as their non-disabled peers unless the IEP modifies the promotion criteria in whole or in part.



#### IV (g) School Culture

Climate and culture are synonymous with one another however are two very different things altogether. When we talk about climate we are referring to the attitude of an organization, this encompasses the mood and morale of people collectively that make up the organization. When we speak to the culture of an organization we are referring to a common set of expectations, a way of doing business and disseminating information throughout the organization. Culture gives an organization personality. In most cases, culture will dictate climate. Understanding the differences and similarities between culture and climate will give a better understanding of how to improve every aspect of our school.

If we have an understanding of culture and climate, we are able to connect the two to align with NoVo academies mission statement and goals. NoVo Academy will role model and nurture respect, perseverance and compassion. If we instill these core values in our faculty and staff by providing ongoing professional development, taking on an active role in the community that we serve, and highlighting these core values by embedding them in all our initiatives while using them as guiding principles, we will be in a favorable position in meeting the mission and vision that all stakeholders have for NoVo Academy.

The National School Climate Council's criteria for what defines a positive school climate, includes:

- Norms, values, and expectations that support social, emotional, and physical safety.
- People are engaged and respected.
- Students, families, and educators work together to develop and live a shared school vision.
- Educator's model and nurture attitudes that emphasize the benefits gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment (<http://www.schoolclimate.org/climate/documents/school-climate-standards-csee.pdf>).

At Novo Academy we will constantly assess the current climate and culture by asking faculty, staff, students families about their experiences so that everyone's voice is heard. This form of perception data collection will help us in creating a shared vision, this will foster the likelihood of the mission and vision coming to fruition. NoVo academy will hold regular faculty, student and parent meetings in a designated area in the school where stakeholders feel comfortable expressing their ideas and thoughts. Our goals for NoVo academy is as follows:

- Creating Democratic Communities- This will be done by modeling respect, compassion and perseverance and recognizing everyone's voice in every decision we make for the organization.
- Supporting Students and teachers- Surveys will given to stakeholders so we can investigate and appreciate areas that might challenge us and work diligently and collaboratively to address the specific challenges.
- Enforcing the Golden Rule- Observing the mission statement and always being conscious of how we treat one another and use the information to create a better climate and culture.

The NoVo Academy discipline procedures will be rooted in the guiding principles of the school – to build self-accountable, active learners who are engaged in a community life



inside and outside of the school. Therefore, the discipline process will always include the active participation and voice of the student or students involved, as well as their families. Research has shown three determining factors in well-disciplined school communities (*J. S. Kounin, Discipline and Group Management in Classrooms, 1970*):

### ***Behavior Management***

At The NoVo Academy, students, parents, teachers and directors will co-construct the school's discipline policies, delineating clear definitions of behavior standards as a team over the summer before school opens. Students and teachers will spend the first two weeks of the school year establishing their classroom community, and co-constructing their own community's standards for behavior that are most conducive to learning. Students and teachers will revisit their classroom standards for community behavior as a part of their on-going NoVo Academy practice of reflection and revision. School-wide language and expectations will be used in non-classroom times of day as well. Parents will be a critical, integral part of the discipline design process, the school governance and the day-to-day life of the school, via the mechanisms outlined in the School Community section.

At the NoVo Academy, the authority for addressing behavior problems will flow outward from the student. First and foremost, we will expect the student to hold him/herself accountable to the standards of his/her own learning community. Secondly, as a part of a learning community, teachers will expect students to hold one another accountable to those standards. Thirdly, teachers will work closely with one another, with parents and with the students to handle discipline problems that cannot be solved through the mechanism of the student's peer community. Administrators will support teachers, parents and students in developing pro-active individual behavior plans when applicable. *The Responsive Classroom*, a research and evidence-based teaching approach, will guide NoVo's discipline policies for all students, including students that qualify for special education services. The goals of the Responsive Classroom Discipline approach are to (Forton, M. B., 2011):

- Establish a calm, orderly, and safe environment for learning
- Help children develop self-control and self-discipline
- Teach children to be responsible, contributing members of a democratic community
- Promote respectful, kind, and healthy teacher-student and student-student interaction

### **Positive, Supportive Community**

We will rely heavily on the national work of *Responsive Classroom* in guiding our approach to developing strong classroom communities and building school-wide dialogue about common rules, expectations and consequences, and repairing mistakes with one another. These programs were chosen because of their efficacy in schools nationally with similar demographics to ours, as well as being a fit for the language and culture of our instruction. Key *Responsive Classroom* approaches are outlined below.

#### **As an entire school team we will be proactive:**

We will establish clear routines and rules. Our school-wide rules will be:

*\*We are safe.*

*\*We are respectful.*

*\*We are leaders.*

*\*We will be consistent.*

*\*We will compliment and notice good choices.*

*\*We will be aware of our body language, tone of voice, and word choices.*

**As an entire school team we will be responsive:**

*\*We will monitor behavior.*

*\*We will use empowering language.*

*\*We will use consequences that are logical.*

**As an entire school team we will use predetermined, logical consequences, by:**

*\*Helping students see connections between their behaviors and the effects they have on others. Equipping children to fix their mistakes and know what to do differently next time.*

*\*Making sure consequences are relevant, realistic and respectful.*

*\*Reflecting that the child's behavior is the problem, not the child him/herself.*

**Code of Conduct**

We will have a Code of Conduct that explicitly details for teachers, students and families the consequences for more serious disciplinary infractions, such as bullying.

This code will be developed by researching best practices in use in other schools and bringing draft language to the entire school team for discussion and revision.

Code will be shared with students in classrooms and with families by the Head of School.

**Support for Students and Families**

We will develop a Behavior Support Specialist position (as the budget allows) who will work with students who have needs that can't be addressed with consequences in the classroom. The specialist will be on-call to meet with students as conflicts occur and address the situation immediately. Budget permitting, we will use a Social Emotional Support Team model that would include such positions as a school nurse, social worker, psychologist, behavioral specialist, special education teacher and administrators. This team would meet weekly to develop plans with teachers and families to address chronic behavior issues and ensure that all students are learning and growing to their potential. Hallmarks of their work would include creative responses to the needs of each individual student; working across family, academic and social lines; rapid follow up; and a caring, nonjudgmental approach. We will cultivate partnerships with mental health organizations that we trust, as well as internship programs with URI's College of Nursing and Smith College (for example) School for Social Work.

**At the NoVo Academy, our school community will work in collaboration to ensure the following:**

- We will offer high-quality education catering to individual differences. School will be a positive and productive working environment that prepares students for a rapidly changing world.
- All students will move towards becoming lifelong learners.
- We will receive feedback and involvement from all stakeholders.
- All stakeholders will work together to achieve our school-wide, community-decided outcomes.
- We will measure each student's literacy and numeracy development and set goals for progression and growth. Students will enjoy coming to school due to the nurturing and positive environment.

### **Dress Code**

It is the expectation of The NoVo Academy Public Charter School that all student wear clothing that meets the dress code. The purpose of a dress code is to ensure an effective learning environment, to maintain a favorable school image, and promote positive self-image among students. In addition, we feel that a dress code will make coming to school that much easier, taking the hassle out of what to wear.

“Research revealed that 68 percent of the parents believed the uniform policy improved overall academic performance. Eighty-eight percent of the parents thought the code reduced teasing between boys and girls. Eighty-four percent felt the uniform code promoted equality between the sexes. Perhaps most revealing was the fact that 80 percent of the girls and 62 percent of the boys reported liking to wear uniforms. (*Pros and Cons of School Dress Code*, 2007)

Although it is the expectation, the school uniform will not be mandatory. However, for families wishing to participate in the dress code NoVo Academy will work with all families to ensure that the cost of school uniform will not become a financial hardship.

## **V. Personnel**

### **V(a) Establishing Persons or Entities**

As stated by RIGL § 16-77.3-1 Entities eligible to apply to become independent charter schools, Colleges and Universities in the State of Rhode Island are considered eligible entities to apply. The NoVo Academy has partnered with the Confucius Institute at the University of Rhode Island. NoVo Academy is committed to promoting exposure to **Chinese culture** through the use of a language immersion program in addition to providing culturally enriching activities through curriculum embedded instruction and experiences. According to their mission, The Confucius Institute is committed to enhancing educational programs in Chinese language and culture. The NoVo Academy will benefit greatly from the help of this Institute in developing our Chinese immersion curriculum, and in aiding students to leave Novo with **strong literacy skills** in the Chinese Language, along with becoming culturally competent and **compassionate** citizens.

The Confucius Institute will not only aid NoVo in its immersion program. The Institute has connections to the community in Rhode Island and to the University of Rhode Island. We hope that with its connections, the Institute will play a vital role in helping NoVo and its students

to connect as well. Also, the Institute has a strong financial construct, and we hope that we can utilize this for our own financial framework.

The applicant group is comprised of Mr. Derrick Ciesla, Mrs. Ming Shen and Dr. Richard Purnell. There are no direct affiliations with the Confucius Institute; however, the University of Rhode Island's Education Department had previously employed Dr. Richard Purnell.

### **V(b): Applicant Group**

The NoVo Academy's founding members were initially connected via a Providence Public School. All in collaboration with similar ideas, a principal (Derrick Ciesla), and educator (Ming Shen), and a parent (Dr. Richard Purnell) came together. All individuals possess unique skill sets that crafted the vision of the NoVo Academy for an innovative public charter school.

Mr. Derrick Ciesla had a vision of developing a Chinese immersion charter after he met Ming Shen, a teacher at a Providence Public School who spoke English as a second language. He became interested in Mandarin when a student arrived at this school from China who did not speak English. Within one year, the child tested Proficient in English and Proficient with Distinction in Mathematics on the NECAP assessment. With Mr. Ciesla's peaking curiosity about language acquisition, Ming Shen introduced him to the Confucius Institute at the University of Rhode Island. Mr. Ciesla, soon after, traveled to China and was able to observe their educational systems. He returned with an interest in developing a Chinese Immersion program, which was not embraced by Providence Public Schools. When the opportunity was presented to apply for a charter, Mr. Ciesla, along with Ming Shen and Dr. Purnell (who has a strong background in educational psychology and teaching and learning) came together with this application.

The idea was that Mr. Ciesla would be the leader in this initiative, along with the help and support of Dr. Purnell and Mrs. Shen. Mr. Ciesla will serve as the proposed Head of School. Mrs. Ming Shen will serve as the curriculum coordinator for the Mandarin program. Dr. Richard Purnell will serve in the capacity as Board President.

### **Derrick Ciesla**

Mr. Derrick Ciesla is currently the Principal for the Paul Cuffee Lower School. For the past four years, he served as Principal of the Dr. Martin Luther King Jr, Elementary School (MLK) in Providence. He began his teaching career at a charter school in Boston, MA. From there, he transitioned to the Boston public school system, serving as a teacher and administrator in South Boston, Roxbury, and Mattapan. Along with his leadership position at MLK, these roles have helped him develop strong skills in family and community engagement, data analysis, and curriculum development.

Mr. Ciesla's is passionate to serve in a capacity that improves student outcomes. He considers himself a lifelong learner. Mr. Ciesla received his undergraduate degree in Education from the University of Connecticut and received his master's degree in Educational Administration from the University of Massachusetts. Mr. Ciesla contributed to developing the Providence Public Schools department (PPS) Framework for Effective Teaching guide and also contributed to developing PPSD comprehensive strategic plan. In addition, Mr. Ciesla has also been a stakeholder in selecting the reading curriculum for PPSD and has served on the PPSD grading task force.

### *Various Service Activities*

2007 - Founded the 10 Boys Initiative at Mildred Avenue Middle School, Mattapan, MA. Later brought the program to Dr. Martin Luther King, Jr. Elementary school. This initiative that provided interventions and enrichments to male students of color supporting academic and social emotional needs

2011- Established the first ever city-wide basketball league “Providence Hoops” for the PPSD elementary schools.

#### **Ming Shen**

Ms. Ming Shen was born, raised and educated in China. She taught four years in China before she came to Rhode Island College for her master’s degree in 1989. She finished six courses in Certificate of Advanced Graduate Studies in Curriculum Development in 1992.

Mrs. Shen started to teach for Community College of Rhode Island until 1995. She has been employed by the Providence School Department ever since. She is a highly skilled professional with progressive experience in developing curricula and creating innovative programs. She won the “Excellence in Education” award in 2000. She co-authored and edited a series of K-4 summer review books entitled *Summer Pathway to Success* for the K-4 students. In addition to her regular teaching job, she is a co-founder and executive director of a non-profit organization, Smart Test, Inc. She provides ongoing leadership and coordination of all administrative and operational functions, including: logistics, human resources, business planning, and finance. She successfully researched the needs and wrote educational grants for the afterschool programs. Affiliated with Providence After School Alliances (PASA), she created the curricula of the programs and successfully recruited middle school youths into the popular programs.

As an accomplished educator with multi-cultural awareness, she demonstrates herself as a decisive leader with skills in communication and organization. Her excellent critical thinking and analyzing skills, along with her easily-adaptable working style and results-orientated personality, make her an individual who works well under pressure, both by herself and as a team player.

#### **Dr. Richard Purnell**

A psychology major, Dr. Richard F. Purnell worked nights at a full-time job while attending day classes at New York’s City College. His education at City actually commenced in 1955 and was postponed by a four-year stint in the USAF. Upon completing his BA in education/psychology in 1963, he was offered a scholarship to pursue an MA in psychology, but declined and departed to teach 7th and 8th grade math in Texas.

After CCNY, Dr. Purnell received an NDEA Title IV fellowship to pursue doctoral studies at the University of Texas (UT) at Austin. He attended UT from 1964 to 1966, graduating with a Ph.D. in educational-social-developmental psychology from the School of Education.

He pursued a career as a university professor. From 1970 until he retired as Professor Emeritus in 2010, he served as a professor in the Education Department at URI. Before that, from 1966 to 1969, he was assistant professor at HGSE in Cambridge, MA, and from 1969 to 1970, he was associate professor and chairman of the educational psychology department at Oklahoma State University in Stillwater, Oklahoma.

Dr. Purnell was awarded a Fulbright fellowship and a sabbatical leave to study the Sicilian education system in 1977; his 1983-84 sabbatical was at the Appalachia Educational Laboratory in Charleston, W. Va. to work on School/Home Communications research there with Dr. Edward

E. Gotts; and in 1991 he took a sabbatical to go to Berkeley to study Family Math, a program developed by EQUALS.

Dr. Purnell is editor of a book entitled *Adolescents and the American High School* and has collaborated on a number of publications dealing with school/home communications. He is a former member of APA and AERA, and from 2009 has been on the executive board of the Dr. Martin Luther King, Jr. Elementary School PTO in Providence, RI. Dr. Purnell has also provided tutoring for the NECAP math tests to Hope H. S. juniors and seniors and has made presentations as a volunteer to 5th graders at MLK and Paul Cuffee elementary schools from 2011 to 2014.

#### *Various Service Activities*

*Fall 1979 - Fall 1983* Court Appointed Special Advocate for the Rhode Island Family Courts.  
*October 1981 January 1982.* Member of the Providence School system's committee to find alternatives to school suspension.

*Jan. 1982 - Jan. 1984* URI adoptive representative to Roger Williams, (Providence) their alternative to school suspension program and their TIMES2 program.

*Spring 1984* Worked with Central Falls Junior and Senior High School and Hope High School (Providence) on parent telephone surveys to gather information about School-Home Communications. (Submitted informal written reports to both communities in June, 1984.)

*Spring 1985* Volunteer Discussion Leader in the (Providence) St. Martin de Porres Senior Center's Intergenerational Program on The family, the Courts, and the Constitution for two meetings, sponsored by the National Council on Aging with the National Endowment for Humanities.

*Fall 1991- Fall 1994* Trained teachers to run and supervised running of FAMILY MATH/SCIENCE programs in various Rhode Island and Massachusetts elementary and secondary schools systems.

*Fall 1995-1996* Responsible for the Research/ Scholarship segment of the last URI accreditation self-study. Member of the AAUP/URI SET advisory committee.

### **V(c). Board Development**

NoVo academy will ensure compliance with all applicable laws and regulations. The NoVo Academy mission centers on academic achievement and social development as a route to active participation in our democracy. As such our board of directors will include a range of individuals representing leadership in a variety of sectors, expertise that we will need as we go through the conversion process such as: legal, financial, facility and/or real-estate, organizational/non-profit leadership experience as well as a range of other voices from the community. The focus of our board in this initial phase of our school community conversion to a charter will be to ensure the financial and procedural sustainability of the organization, enabling teachers, students and families to create a school environment of high achievement. We will work to engage individual board members around their areas of expertise while we lay the groundwork to grow the board to include more people.

#### ***Board Recruitment***

Board recruitment will be initiated by evaluating what types of skills the board currently needs. Prospective board members will meet with the board president; they will hear an overview of the organization and receive relevant organizational materials describing the organization's mission and vision; they will also receive a board member job description

and a board member application form. The prospective new member should hear about how the organization orients new members, described below. Provide names of any board members whom the prospective new member might contact with any questions. The board president will do as follows:

- Identify if there are any potential conflicts of interest with the candidate, e.g., is he or she on the board of a competing organization, a vendor of the organization, etc.
- Invite the prospective new member to a board meeting. Notify current board members that a potential new member will be attending.
- Shortly after the meeting, call the prospective new member to hear if they want to apply for joining the board or not. If so, solicit their completed board member application and provide all applications to the board for their review and election.
- Notify new members (those who have been elected) and invite them to subsequent board meetings and the board orientation.

### ***Board Orientation***

All new board members will be required to take a school tour with the school principal prior to attending their first board meeting to gain firsthand experience of instructional practice, while having the opportunity to meet school administration, teachers and students and begin acclimating to our school culture. At the board's discretion, NoVo Academy will implement additional orientation processes deemed appropriate for informed decision-making by all members.

All NoVo Academy board members will receive a comprehensive orientation packet prior to beginning their board service. Initially, this packet will include, at a minimum, the following materials:

- A complete copy of NoVo Academy's charter application
- Board By-laws
- Rhode Island Charter Legislation (TITLE 16, Chapters 16-77, Establishment of Charter Public Schools)
- Board Member Contact Information
- School calendar
- Press coverage

Upon the authorization of the school's charter, the board shall be responsible for the care, control and management of the school, and shall have the following powers and duties:

- To provide for the evaluation of the performance of the school
- To have responsibility for the care and control of school
- To approve a master plan defining goals and objectives of the school
- To provide for To build a fund development program for long-term financial stability
- To monitor the academic progress of the school in concert with our Instructional Leadership Team

- To continually reflect on and contribute to the collective understanding of what it means to develop active participants in our democracy, what habits of mind and skill sets are integral to a student who will serve to uphold our mission
- To identify educational needs in the school
- To develop education policies to meet the needs of the school
- To provide for and assure the implementation of federal and state laws, the regulations of the board of regents for elementary and secondary education, and of other applicable policies, programs, and directives; the location, care, control, and management of school facilities and equipment
- To adopt a school budget
- To adopt any changes in the school budget during the course of the school year
- To approve expenditures in the absence of a budget, consistent with state law
- To employ administrators and assign any compensation and other terms and conditions of employment as the board and the administrators shall agree
- To give advice and consent on the appointment by the administrator(s) of all school personnel
- To establish minimum standards for personnel and to adopt personnel policies
- To establish standards for the evaluation of personnel
- To establish standards for conduct in the schools and for disciplinary actions;
- To hear appeals from disciplinary actions
- To enter into contracts; To publish policy manuals which shall include all school committee policies
- To establish policies governing curriculum, courses of instruction, and textbooks;
- To provide for transportation services
- To make any reports to the department of education as are required by the board of regents for elementary and secondary education
- To delegate, consistent with law, any responsibilities to the administrators
- To address the health and wellness of students and employees
- To annually undertake a minimum of six (6) hours of professional development

Administrators will be responsible for carrying out and overseeing the implementation of the mission by the school team and larger community and ensuring every team member and student and have what they need to excel.

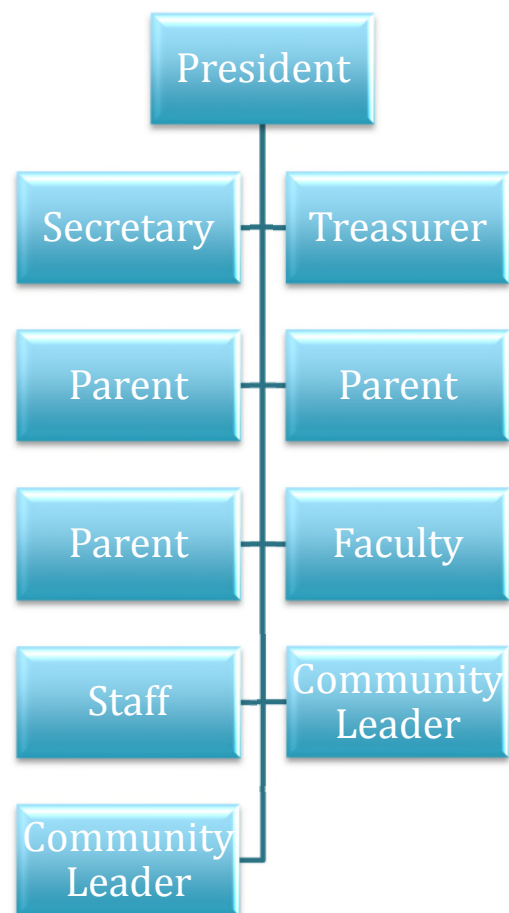
The Charter School Instructional Leadership Team members will present the data on all summative assessments and when available student performance after the annual Math, Reading and Writing NECAP data release and the Science NECAP data release.

The Charter School Board members will receive regular briefings on student performance at board meetings from administration. If the data collected by the Team suggests the need for substantive shifts in personnel or curricular resources, the board will deliberate on those decisions. When annual NECAP results are released, board members will be engaged in an in-depth presentation of the data, comparisons with prior performance and a discussion of our strategies for continuous improvement. Key board members are engaged in the strategies developed to address any areas of concern made apparent by data review.



We will also report any significant changes in interim assessment data trends to the Board, which may signify or correlate a change in our NECAP performance. With our data reports also comes a comprehensive outline of the recommended plans to respond to each data set. Board members shall deliberate on the data and the proposed plans to address the same. Key board members with educational expertise review Instructional Leadership Team goals and draft plans and play a key role in the development and revision of those plans.

## NoVo Academy Board of Trustees Composition



### NoVo Academy Board of Trustees Composition

Position	Name / Representative Group	Number of Positions
President	Dr. Richard Purnell	1
Secretary	Steven DelSesto	1
Treasurer	Thomas Fitzgerald	1
Trustee	Parent/Family Member - TBD	3
Trustee	Faculty	1
Trustee	Administration	1
Trustee	Community Leader	2

#### Founding board members:

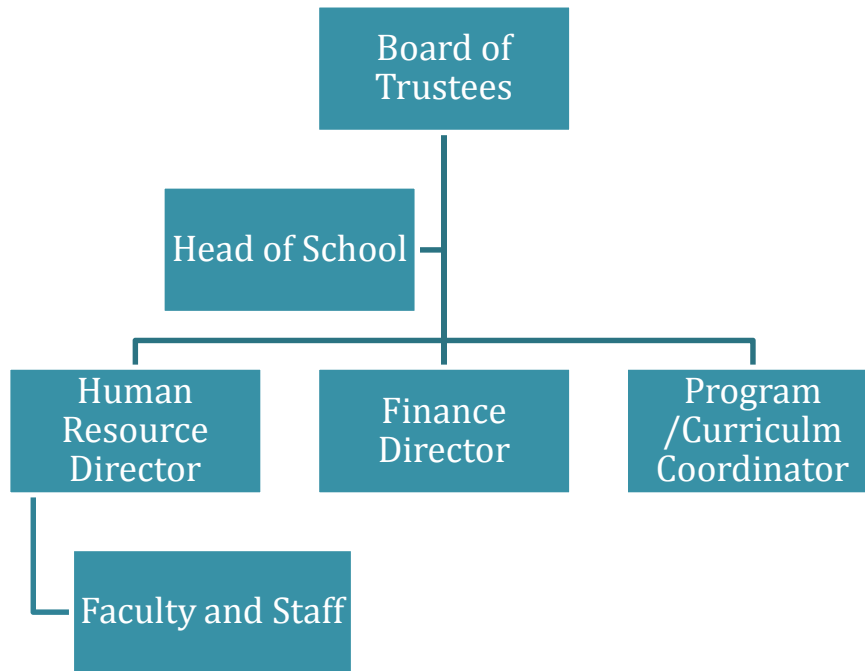
Dr. Richard Purnell  
Retired educational psychologist  
32 East Manning Street  
Providence, RI 02906  
President, voting

Steven DelSesto  
Attorney, Shectman, Halperin, Salvage, LLP  
1080 Main St.  
Pawtucket, RI 02860  
Secretary, voting

Tom Fitzgerald  
BankRI, Senior Vice President, Team Leader  
Commercial Banking  
One Turks Head Place  
Providence, RI 02903  
Tel 401-574-1119  
Treasurer, voting

#### V(d). Personnel Structures

##### *The Novo Academy Public Charter School Organizational Chart*



##### *NoVo Staffing Chart*

Because the NoVo Academy Charter School is a start-up charter school, the staffing positions have been established based on needs of the city's population. As a charter school, we will be able to respond to individual student needs and make adjustments to resource allocations and role definitions to best meet those needs as quickly as possible.

**Please find the staffing chart below:**

<b>Staff</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Head of School	1	1	1	1	1
Finance Director	1	1	1	1	1
Mandarin Coord.	1	1	1	1	1
Mandarin Teacher	1	2	2	3	3
Special Ed.Admin	1	1	1.5	2	2
Special Ed. Teacher	1	1.5	2	2.5	3
Spec. Ed. Partner	1	1.5	1.5	1.5	2
School Nurse	1	1	1	1	1
Contract Employees	As needed	As needed	As needed	As needed	As needed
Specialists (Gym, PE, Art, Music, Library/Media, Chinese)	6	6	6	6	6

Secretarial	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
Data Manager	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
IT Specialist	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
Custodian	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
Teachers / ESL	<b>6</b>	<b>9</b>	<b>12</b>	<b>15</b>	<b>18</b>

## **V(e). Leadership**

### ***School leaders***

Administrators will be responsible for leading implementation of the mission across the organization. Implementation of the mission includes the highest quality instruction in every classroom, effective and efficient operations, high levels of family and community engagement, fiscal sustainability and sound business practices, and high achievement by students as evidenced by student performance outcomes. This means leading continuous reflection on our collective understanding of what it means to develop active participants in our democracy, what habits of mind and skill sets (such as critical thinking, community mindedness, academic choice and perseverance) are integral to a student who will serve to uphold our mission.

All school leaders will understand and be committed to ensuring that the systems and personnel they manage and support are in service of the school's mission. For instruction, operations, and finance, the quality of the instruction and student outcomes will be at the heart of our work.

The Administrators will have direct oversight and leadership in all areas of instruction, K-5. Responsibilities include oversight of curriculum planning and development across all grade level, curriculum alignment school-wide, professional development, academic support systems for all subject areas, and special-education systems.

Administrators will have direct oversight of all non-academic times of day, including recess, lunch, and enrichment. They also oversee and manage the school-wide schedule for all team members, as well as student transportation.

The finance director (to be determined) will be responsible for fiscal management of the school as well as overseeing the human resources office. This person will be responsible for maintaining an up-to-date budget, reports to the administrators and the board and to ensure implementation of responsible fiscal practices and policies.

The family and community engagement director (to be determined) will be responsible for creating a strategic vision for Family Engagement throughout all areas of NoVo Academy programming. The director will plan, coordinate, and implement the Family Engagement Program at NoVo Academy, including family workshops, family-teacher conferences, and community events and celebrations; conduct two or three annual family surveys; provide staff with tools and training to engage families effectively in order to support student learning; support staff in communicating with families, particularly those families that might be difficult to reach; oversee NoVo Academy communication to families, including the Student and Family Handbook; and also engage key stakeholders in the community in supporting and attending NoVo Academy events.

## **V(f) Teachers**

NoVo Academy has a clear mission statement. The ideal teacher at NoVo academy will possess all the qualities and characteristics below that are central to our mission.

- Will deliver exceptional instruction in collaboration with grade level colleagues, ensuring each student reaches his or her highest potential.
- Is committed to role modeling and nurturing respect, perseverance and compassion in everything they do in our school community and beyond.
- Is committed to students and will implement a rigorous curriculum embedded with technology and Chinese culture and language.
- Is committed to providing inter-cultural experiences for all students and to having the experiences be reflected throughout the school.
- Is passionate about working in an urban setting and is highly qualified.
- Is deeply committed to meeting the needs of every child in their classroom.
- Is a strong classroom manager, is highly organized, and flexible.
- Have excellent communication skills.
- Have experience using data to inform instruction.
- Is committed to continually learning and growing professionally.
- Is a consummate professional.

### ***Teacher Recruitment and selection***

NoVo Academy Charter School will start with a very strong and enthusiastic team. When we seek to hire new members, our recruitment process will include a wide publicizing of open positions on social media and traditional outlets and includes:

- Clearly defined role and accountability defined for every position.

- National advertising through education networks and alumni networks of strong teacher education programs.
- Word of mouth through a national list of friends of the school.
- Making as explicit as possible the kind of supportive community teachers will find if they come to work here.
- Encouraging educators to visit and speak with their teacher peers.
- A search process that puts current teachers at the center of the selection committee.

The search committee seeks individuals with experience in urban settings, with Workshop structure, interest in professional growth and commitment to high expectations and critical inquiry. Every finalist for teaching position has a demo lesson and debrief with the search committee.

***All teachers must meet the minimum qualifications***

- Fully-certified as described in “RIDE requirements” by August 30, 2015.
- Hold a bachelor’s degree from a regionally accredited institution of higher education, **AND**
- Hold a Rhode Island provisional, professional, or life professional teaching certificate, **AND**
- Hold appropriate certificate(s) for the current teaching assignment(s)
- Excellent technology skills including familiarity with communication, presentation, and data management tools and applications in desktop, web-based, and mobile environments
- Willingness and ability to model information, communication, technology, and media literacy for students, colleagues, parents, and community
- Willingness and ability to continuously develop and evolve new skills and support colleagues in the development of their skills

Per RIGL § 16-77.2-2, teachers and administrators at the NoVo Academy Charter School will receive prevailing wages and benefits as enjoyed by other public school teachers and administrators in Rhode Island, and will be enrolled in the state teachers’ retirement system under chapter 8 of title 36.

***Teaching program of a typical teacher***

The NoVo Academy Charter School teachers will be teaching from 9 am to 4:00 pm. They will participate in weekly whole-team meetings for an hour and a half, as well as professional development in the summer, during the Summer Institute. They will be accountable for rigorous and explicit planning and daily/weekly preparation. Depending on their professional growth goals, teachers may be required to spend additional time with the staff developer or other professional development provider, school leader or colleague beyond the school day.

In addition, teachers will be responsible for two administrative duties at the beginning of the day and the end of the day. Administrative duties would qualify as anything outside the normal teaching schedule.

### ***Retaining Teachers and PD***

With about one-third of our teachers leaving the profession in their first three years, and even higher turnover rates in some urban areas, this is a pressing issue in American education that isn't getting much attention (<http://schoolsofthought.blogs.cnn.com/>).

We will actively work to retain teachers and staff by:

#### ***Building Strong Community***

- Weekly Whole Team meetings with opportunity for all team members to participate;
- Semi-annual Full-Day Retreats that focus on issues impacting entire school;
- Inter-visitations enable teachers to observe best practices in colleagues' classrooms;
- Common spaces that encourage gathering and conversation

#### ***Extensive Support for Professional Growth***

##### ***Summer Institute:***

Our Summer Institute will gather every member of our team for deep planning, reflection and professional development. New teachers will spend their time at the institute with their colleagues developing plans for the year. Teachers will also have support from the Staff Developer and external professional developers and evaluators. There will also be extensive support for facilitated planning and for common planning time with colleagues. Finally, staff will have access to extensive opportunities for professional development.

##### ***Work/Life Equilibrium and Administrative Support***

NoVo Academy will actively monitor the climate and community of the school by planning activities that support wellness. Social events committee leads out-of-school fun for peers;

Activities include but are not limited to:

- Weekly running and walking groups, lunch potlucks, and yoga classes and other social events that will improve morale and promote a healthy work/life balance for busy teachers
- The administrative philosophy to ensuring bureaucracy doesn't block teacher success
- A school-wide pledge that the first job of all non-classroom team members is to protect a teaching and learning environment.
- Commitment to encouraging healthy collegial relationships, including direct communication commitment to and for systems of distributed leadership allowing each team member to contribute to the community based on their strengths and talents.
- Progress toward those goals, seek advice and adjust plans as appropriate.

##### ***Teacher Evaluation***

All Teachers will be evaluated with the Rhode Island Innovation Consortium Educator Evaluation and Support System model. A certified administrator using the online Educator Performance and Support System will conduct evaluations. If the



Administrator is not the direct supervisor of the non-certified staff member the supervisor will bring the written evaluation to the Administrator for review before sharing it with the staff member. More frequent evaluations will occur if progress is slower than can be reasonably expected or the quality of the work does not meet expectations or a staff member is new to the school and needs more support initially.

Process for Non-classroom Based Evaluations: (no SLOs currently required)

**Pre-brief meeting:**

The non-classroom based or administrative team member meets with his/her supervisor to discuss related school-wide goals, focus of current work to develop professional goals and completes the action plan. At this time, the date for the mid-year reflection and final reflection are set based on reasonable assumption of work-related timelines.

**Mid-year reflection:**

The non-classroom based or administrative team member meets with his/her supervisor to discuss progress toward his/her goals and troubleshoot any areas of concern. At this time, if adjustments need to be made to professional goals, they should be made. If informal observations, document review or other artifact review would be informative or helpful at this point, those are arranged as appropriate.

**Final review:**

The non-classroom based or administrative team member meets with his/her supervisor on or by the final reflection deadline set at the pre-brief meeting. A review of the initial goal against the criteria set to meet that goal is conducted. The supervisor drafts recommendations for the new/revised Professional Action Plan. A date is set for the pre-brief meeting.

***Professional Development Needs***

Alignment of the Professional Development (PD) initiatives with NoVo Academy priorities and Common Core State Standards will be key. Professional Development needs will be driven by current school initiatives, school data and the needs of staff based on the outcomes of teacher evaluations and student outcomes. We will also align PD with areas of need based upon teacher effectiveness ratings within specific domains of the evaluation tool. NoVo Academy will always do the following:

- Perform comprehensive needs assessment to identify gaps in student achievement
- Perform comprehensive needs assessment in implementing the curriculum with fidelity
- Define the expected results based on assessment
- Ask for faculty and staff feedback on the PD that was received
- Observe the quality of implementation of the PD
- Apply data collected from the implementation of PD to inform future PD

### ***Governance and operations/ teacher involvement***

At NoVo Academy, we will empower teachers to be a part of the decision-making process. Teachers are clear stakeholders in how the school is being run and how successful it is, as well as where it needs to improve. Teachers will be required and encouraged to join governing boards as non-voting members due to the number of personnel decisions that are made that might be a conflict of interest ([www.usc.edu](http://www.usc.edu), Involving Teachers in Charter School Governance).

The school will also involve teachers in the operational aspect of the organization. The goal is to build capacity within the organization and develop teacher leaders in all aspects of NoVo Academy.

### **V (g) Management Organizations and other essential partners**

*Not Applicable*

### **V (h). Family-School Partnership**

#### ***Parent Involvement***

The NoVo Academy Charter School will be located in the City of Providence. Our city's neighborhoods are racially and socio-economically diverse, with incredible strengths as well as challenges. Our school will be a community anchor, and we will strive to become a community hub as we embark on changing the lives of our students and their families for the better.

The founding team will include families and key community stakeholders from the very inception of our new school to ensure that parents are included in governance and operations. We will begin this process by holding prospective family meetings to explain the mission and vision of the school, introduce faculty and staff, and gather input on our proposed plan. We will also invite key community partners and family members to serve on the Board of Directors of the school in order to provide targeted expertise, community perspective and to ensure a vested interest in the school's success. Our goal is to ensure that parents and guardians will be made to feel **welcome** at NoVo Academy. We will reach our goal by having founding team members reach out to all neighboring businesses and community partners to inform them of the vision and mission of the school, the governance, and proposed plans for their involvement. It would also provide an opportunity to gather community input about the best ways for them as community partners and neighborhood stakeholders to support the new school.

We are committed to family engagement/involvement as one of the most effective, instrumental and impactful strategies to improve student achievement. We will grow our family programming from those programs that currently work according to families, as well as key programs that have proven effective at the Learning Community. We will be pacing the implementation of family engagement programming to ensure that all team members are able to manage and successfully implement them, and so that we have the capacity to reflect along the way with our families about the programming.

### ***Welcoming, Supporting and empowering Parents***

Our plan for Year One of implementation will be to:

- Grow a parent leadership team from our PTO, which will have strong leadership. Our goal with this parent leadership group is to increase participation and guidance from our families living in poverty and to focus all efforts of the PTO around classroom practice, understanding how to support students at home with their academics and building relationships with teachers and the team.
- Launch Parent Cafes, a monthly forum open to all families of the school, created by the Learning Community. The Learning Community will co-plan these and model how they run for us during the 2014-2015 school year.
- Implement the personal phone call system all family events.
- Implement Kindergarten Orientation Day.
- Develop a conference system that has a template that includes, clear expectations for teachers, scheduling system, and preparation system for parents.

NoVo Academy will have welcoming meetings with any new incoming families. Welcoming meetings are a one-on-one meeting between one of the school leaders and each new family with a brief set of questions and conversations designed to begin to build a trusting relationship with each new family. In addition, we will have at-the-Door pick-up and drop-off for all families who come to the school daily to drop-off and pick-up their children. This will ensure that families see their child's classroom teacher every day, usually twice a day, and that this contact goes incredibly far in building positive relationships.

NoVo Academy will also collaborate and assess the physical space and work with families to determine how to provide a successful, family-friendly, and welcoming environment for families.

In Year Two, the NoVo Academy team will work with The Learning Community team to begin growing a toolkit of family engagement strategies as a whole team. Strategies in years 2-5 will include: developing a home visit protocol and schedule; creating a system for family observation of instruction, cultural-competency training for the team, and getting to know the community more deeply; strategies for ensuring two-way conversation with families; effective family events and celebrations; effective volunteer systems for families; adult education opportunities; action research, inquiry and study groups that can involve families, etc.

Along with the with Learning Community team, we will continue to learn from our families, our team and education pioneers around the nation about new ways to connect and build relationships with our families. Most of all, we will be listening to our families, all of our families, to constantly get their feedback and adjust our work to be more effective.

### ***How will the school measure and respond to levels of parent and student satisfaction?***

We will collect parent and student satisfaction data throughout the year. Family feedback will be collected at every family engagement activity – including open houses, welcoming meetings, parent cafes, Kindergarten orientation, and parent conferences in Year One. The team will also track attendance at all parent activities and follow up with phone calls to those who did not attend in order to find out why. This data will be invaluable as the team adjusts and adapts to what works best for all of their families. Families will also have a chance to leave feedback for the school leaders in an area at the front of the school. Feedback will also be formally collected through SurveyWorks.

Family feedback will be shared in whole-team meetings with chances for the team to reflect and plan for the next attempt at implementing the strategy. For example, following open houses in the fall, school leaders will collect, analyze and synthesize feedback from families and bring that back to the whole team. This information will also come back to the team prior to their planning the following year's open house.

The team will strive to respond as quickly as possible to family concerns. Part of this success will be due to a clear expectation and training for how to respond respectfully to family feedback.

## **VI. Schedule and Calendar**

The school day will run from 8:00 am to 4:00 pm. NoVo Academy will have a 180-day school year for students.

The guidelines below as well as school level data will support the development of our master schedule. In addition, to our recommendations below, NoVo Academy will determine the best use of this time to meet the needs of students in each grade level. Teacher schedules must identify content blocks and times throughout the day and week. The schedule must indicate each day when the content area blocks listed below will occur.

General Laws of Rhode Island, 16-6-6 and 3 state a “day” or “school day” is defined by the Board of Regents for Education to mean regular operation of all schools in the town for a period which, in the case of elementary schools, consists of not less than five and a half (5 <sup>1</sup>/<sub>2</sub>) hours (three hundred and thirty (330) minutes) of actual school work excluding lunch, recess periods, common planning time, pre- and post-school teacher time and any other time that is not actual instructional time.

***Please see school calendar attachment.***

### ***Recess***

NoVo schedule reflects 30 minutes of recess each day.

### ***Content Area Guidance***

□ English Language Arts: Total 120 minutes

○ Kindergarten Reading

- One uninterrupted block of 60 minutes (60 minutes is whole group instruction and 45minutes is small group instruction)

- 30 minutes for whole group phonemic awareness, phonics, and concept-development instruction
  - 45minutes for small group differentiated
- Grade 1 Reading
  - One block of 120 minutes for reading 30 minutes for whole group phonemic awareness, phonics, and concept development instruction
    - 60 minutes for small group differentiated instruction
    - 30minutes for whole group comprehension and vocabulary instruction
- Mathematics: Total 60 minutes
  - Scheduled as one uninterrupted block of 60 minutes.
- Science/Social Studies: Minimum of 60 minutes per day
  - Scheduled as one uninterrupted block.

### **Common Planning Time (CPT)**

- Schedules are to include a minimum of **60 minutes per week** of Common Planning Time (CPT) for every grade level.
- CPT exists to support the implementation of a Professional Learning Communities model focused upon the collaborative planning and study of mathematics, language arts, and science instruction. Work should focus on the following activities: unit planning, common lesson design, examining student work from a common lesson or task, engaging in reflective conversations with Classroom Walk Through data to set goals and action plan for improvement, and review student achievement data to inform improvement planning and intervention needs.
- No planning sessions should be left for teachers to use at their discretion.

### **Special Education:**

- All special education teachers must participate CPT with grade-appropriate teachers.
- All special-education students in a special class must be integrated for all specials including art, music, library and physical education.
- The Head of School will provide resource to teachers to strategically group students in preparation for the next grade level to maximize special educators' time to provide services in an inclusive fashion. Teachers will need to take a lead in collaborating with resource teachers to determine daily schedules. This collaboration requires flexibility as the needs of students change across the year. An example of a teacher schedule is as follows:

### ***Teacher Schedule***

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am-9:00am	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading
9:00am-10:00am	Small Group Differentiated Instruction	Small Group Differentiated Instruction	Small Group Differentiated Instruction	Small Group Differentiated Instruction	Small Group Differentiated Instruction
10:00am-11:00am	Math	Math	Math	Math	Math
11:00am-12:00pm	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:00pm-1:00pm	Specialist for students/Planning for teachers	Specialist for students/Planning for teachers	Specialist for students/Planning for teachers	Specialist for students/Planning for teachers	Specialist for students/Planning for teachers
1:00pm-2:00pm	Science	Science	Science	Science	Science
2:00pm-3:00pm	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
3:00pm-4:00pm	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment

## **VII. Student Enrollment, Outreach, and Demand**

The NoVo Academy Charter School capacity would enroll 396 at full enrollment, a 22:1 student/teacher ratio. Student enrollment would grow annually in Years 1 – 4, as in the table below.

<b>Grade</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5 Full Growth</b>
Kindergarten	<b>66</b>	<b>66</b>	<b>66</b>	<b>66</b>	<b>66</b>
Grade 1	<b>66</b>	<b>66</b>	<b>66</b>	<b>66</b>	<b>66</b>
Grade 2		<b>66</b>	<b>66</b>	<b>66</b>	<b>66</b>

Grade 3			<b>66</b>	<b>66</b>	<b>66</b>
Grade 4				<b>66</b>	<b>66</b>
Grade 5					<b>66</b>
<b>TOTAL</b>	<b>132</b>	<b>198</b>	<b>264</b>	<b>330</b>	<b>396</b>

### ***School's Growth Plan/ Rationale for school size***

Charter schools are in high demand: In Rhode Island there are currently more than 5,000 students on charter school wait lists. Evidence consistently suggests that smaller elementary schools (less than 500 students) are associated with higher student attendance rates; more positive student attitudes and sense of belonging; better student behavior; higher and more varied extracurricular participation rates; higher parent participation rates; and more positive relationships among students, teachers and administrators. (John R. Slate and Craig H. Jones, "Effects of School Size: A Review of the Literature with Recommendations," *Essays in Education*, 2005, <http://www.usca.edu/essays/vol132005/slate.pdf>.)

Phasing-in grade levels overtime (K-1 in Year One, with an additional grade level each of the following three years) will (1) allow NoVo Academy Charter School to focus on the challenges of the early elementary grades initially and develop capacity and expertise in the upper grade levels over time and (2) ensure that the upper grade levels (and upper-grade level students) benefit from the consistent expectations and school culture developed through the lower grade experience.

### ***Attrition Rates and Replacing Students***

The U.S. Department of Education (USDOE) (2001) stated that high attrition rates are caused by poor school climate, large school size, attitudes of teacher and administration, and inflexibility in meeting the diverse cultural and learning styles of the students. At Novo Academy our dedicated staff of educators will work to ensure a positive school climate and heroic efforts to ensure that all learning needs are met for each student. Implementing the following strategies will minimize attrition rates:

- Conducting exit interviews with families who are exiting the organization.
- Developing a comprehensive cohesive plan to learn more about students at NoVo so we can better plan our activities around student interest.
- Developing strong relationships with families in the community and opening our school as an organization that values family and community engagement.

If it is necessary for an enrolled student at NoVo to be replaced, the process will be to recruit students and highlight the unique features of NoVo Academy. If there is a waiting list NoVo Academy will use that list to fill the designated spots.

### ***School Recruitment***

The NoVo Academy Charter School will serve students reflecting the demographics of the Providence Public School District. We are committed to serving all members of the community. We will actively seek to enroll children who reflect the range of racial, ethnic, linguistic, and socio-economic backgrounds that exist within the diverse and changing neighborhoods of the City of Providence. We expect to continue to serve the neighborhoods of the city over the life of the charter and we will maintain a minimum of 80% enrollment of children who receive free and reduced lunch.

In order to attract students and families, we will conduct a series of outreach meetings and information sessions in the neighborhood to invite parents and children to find out more about the school. These outreach events will take place at identified community gathering places, and will include translation services for parents and children who are non-English speaking. We will provide relevant materials about the school philosophy and curriculum in many languages. Parents will help us continue to recruit parents. We will also speak on local TV and radio on behalf of the school. Liaisons from NoVo will speak with families in the neighborhood, and speak with neighborhood businesses and churches to disseminate applications annually before the lottery.

### ***Enrollment Process***

Criteria for admission will be nondiscriminatory, in accordance with Local, State and Federal law. We will not include academic standards for student enrollment. When applications to the school exceed the available slots, we will use a blind lottery system to select students. As stated previously, we will maintain a minimum of 80% enrollment of children who receive free and reduced lunch.

### **VIII. Facilities**

The NoVo Academy will start with a Full Time Enrollment (FTE) of approximately 132 students and will, therefore, need at least 10 instructional Units (IUs) for the first year. The NoVo Academy will add 3 additional IUs in the second year to accommodate growth and 3 more each additional year, and add-on to the building, either by creating an additional wing or annex, or by building on the side of the existing structure. The NoVo Academy will need approximately 6,000-10,000 additional square feet to accommodate the appropriate program. The anticipated FTE, when the school is operational at full capacity, will be 396 students with 22 units required.

*Please see attachment for building layout*

### ***Site***

We have searched for properties available for purchase, as well as for lease.; and are presently working with Mr. Patrick Collins, Vice President at *H. V. Collins* Company Inc. and the company's partnering architect, Mr. Richard Kuehl, Director of Design, for Edward Rowse Architects.

### ***Preconstruction analysis:***

- Renovation assessment
- Environmental/ Dept. of Health testing
- Survey needs
- Square footage need estimates
- Architectural and Engineering Costs for Condition Assessment/Feasibility Study



- Zoning and land use regulations
- School facility code requirements

### ***Financing***

Short-term and long-term lease or lease-to-own options will be paid for within our current operating budget. The purchase and/or renovation of a facility would require a bank loan and a partner who would guarantee the loan. Therefore, we may need to temporarily lease a space in order to allow time for developing a secure financial track record. We would then acquire a loan for renovation/upgrading purposes.

NoVo Academy has identified a facility in Providence for lease, with the option to use the site permanently. The building is 40,000 square feet, sits on 2.6 acres and has the potential for 23-25 classrooms that could vary from 900 sq.ft. (minimum) to 1,300 sq.ft. (maximum). There is a cafeteria and kitchen, but not a gymnasium. The building is currently not being used as a school. However, electricity, water and heat are operational, as this site is being used for a food pantry.

### ***Assurance of Zoning and Land Use Regulations***

The facility chosen will be zoned for educational purposes and be in compliance with all state and Rhode Island Department of Education guidelines and regulations. An assurance will be provided to the RIDE Office of Charter Schools

### ***Scope of Work to be Completed and Proposed Funding Mechanism***

It is NoVo's intention to provide RIDE with all information regarding any construction of a facility, and to begin the project in strict accordance with RIDE's School Construction Regulations

(<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Funding-and-Finance-Wise-Investments/School-Facilities/School-Construction-Program/School-Constr-Regs-FINAL.pdf>). The Applicant Group has reviewed this document in its entirety. The NoVo Academy hopes to use the identified facility for the first two years of operation, with the possible addition of classrooms in the second and third years. There is also the potential to build additional areas on the site for long-term use.

The Architectural/Engineering firm of H.V. Collins will conduct a Condition Assessment/Concept Plan. This phase will be funded through a start-up grant to The NoVo Academy in 2014/2015. H.V. Collins will systematically identify the specific scope of improvements needed for the facility. The scope of the study shall list all deficiencies of the existing building (HVAC, Plumbing, Electrical, Architectural, etc.) and analyze the site as it relates to Rhode Island Department of Education Facilities Requirements. Particular attention shall be paid to fire truck access, building massing, site development, play areas, parking and circulation.

The NoVo Academy will develop a site plan and basic floor plan for D.O.E. review during the fall of 2014 in order to achieve a fall 2015 opening. An Environmental Study and Hazardous Risk Assessment will also be required and carried out. Any improvements to the NoVo Academy will be funded through financing of funds that will become available once school is in session. This funding is accounted for in the budget section and attachment of this proposal. Mr. Collins and Mr. Kuehl will manage and implement the project for The NoVo Academy, and the Board of Trustees will oversee this project. This will be accomplished by scheduling bi-weekly meetings throughout the project.

### ***Project Timeline and Facility Plan***

The NoVo Academy anticipates using 22 instructional units when fully operational. NoVo will anticipate growth at 3 classrooms/grades per year. By Year 5, the school will be using 18 classrooms. Additional instructional units for Art and Music will be added over time.

### ***Operations and Maintenance***

Plans for maintaining the facility on a day-to-day basis (custodial) and extended basis (facility maintenance) are accounted for in the budget, in order to provide NoVo with staffing for overseeing these needs. For any issues that are beyond the scope of custodial staff roles and responsibilities, a request for proposal would be put out for bid for a contract.

The NoVo Academy will open with grades K through 1 at beginning of the 2015-16 school year. Full enrollment would be considered when assessing and planning for facility needs. The projected timeline would be as follows:

- ***January 2014*** - Identified potential site for NoVo Academy and surveyed architectural, engineering and square footage needs with *H.V. Collins Construction Management*
- ***December 2014- February 2015*** – Initial renovation for identified site zoned for educational purposes
- ***August 2015*** – Compliance with all RIDE regulations
- ***July/August 2015*** NoVo will grant access to local health, safety and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety and welfare of students and employees pursuant to State of Rhode Island Statutes.

## **IX. Operations**

The NoVo Academy will meet all local and state policies related to health and safety. As an independent charter school, The NoVo Academy will develop and submit a school safety plan in compliance with RI regulations. The NoVo Academy must meet all codes for sanitation, fire, construction, stability, temperature, **ventilation, and suitability of physical space. The charter school will grant access to local health, safety and** Fire Department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Rhode Island Statutes. The NoVo Academy is subject to all Federal, State, and local rules, regulations, court orders, and statutes relating to civil rights, insurance, the protection of physical health and safety of school students, employees and visitors, conflicting interest transactions, and the prevention of unlawful conduct.

The NoVo Academy Charter School will ensure the health and safety of students and staff through 3 mechanisms:

- 1) A comprehensive health & safety plan with feedback from all staff;
- 2) A well-trained crisis response team with responsibility for maintenance of the health and safety plan as well as all staff training regarding the plan, led by the school social worker and including the school nurse, behavioral specialists and administrators;

3) Establishment of a social, emotional and health support team within the school to prevent and intervene around health and safety issues. The crisis team will revise the health and safety plan within the first year of operation to ensure all systems are responsive to the team and students and that the plan functions well within the facility. The crisis team will also lead fall training, winter training and spring training on the most pertinent aspects of the plan to ensure team-member preparedness for any health or safety issues in the building. These trainings will take place during weekly whole staff meetings after school. The health and safety plan will comply with all state and federal guidelines. The social worker will be responsible for ensuring compliance with all regulation related to crisis response. The school nurse will be responsible for compliance with all health regulations. The head of school will have direct oversight and supervision of both of these positions. Local police and fire as well as other experts in the field will review the health and safety plan in the first year of operation to ensure compliance with not only legal requirements but also best practices in the field.

### ***Providing health services to all students***

The NoVo Academy Charter School believes that a healthy body and a healthy mind go together and is therefore deeply committed to the physical health of all students enrolled at the school. We will promote health and well being in a variety of ways.

First, we will ensure a significant amount of physical education time in the weekly schedule for all students. Students will have physical education class a minimum of 60 minutes per week. Students will also have 100 minutes of recess per week as an added opportunity for physical activity.

Secondly, we will work with our food vendor to ensure a healthy menu for all students every day, including breakfast, lunch and snack. We will use only whole grains, low-sugar options, and locally grown produce as often as possible. We will also apply for federal funding to provide a salad-bar option and fresh fruit or vegetable snack daily to all students.

Our school nurse will collaborate with the physical education teachers to ensure that the health curriculum appropriately addresses health and well being issues at grade level. This team will have access to The Learning Community physical education team for professional development and planning support. The Learning Community team has been recognized for excellence in this area and has provided professional development to all PE educators in the other charter schools in Rhode Island for two consecutive years.

We will work with parents around issues of health and well-being by leading parent workshops on nutrition; working towards having parent fitness classes at the school or connecting parents with opportunities in the community; supporting families in accessing Rite Care or overcoming other insurance options; assisting families with finding health and mental health community providers that fit their needs; and inviting families to participate in planning efforts in this area. Again, The Learning Community

has successfully implemented many of these practices and will be a resource to us as we develop our plans.

The NoVo Academy Charter School will employ a full-time school nurse who will be responsible for ensuring that all students have access to the highest quality health services within the school, that all health-related accommodations needed for individual students are provided, that the school meets all requirements from the Department of Health for training of staff in first aid, CPR, and universal precautions etc. The nurse will also be responsible for maintaining accurate and up-to-date health records for all students in the building, and for managing all mandated health screenings for the school community. The school nurse will also be charged with working with teachers to ensure they are well equipped to support students in their classrooms with health-related issues.

### ***Proposed food service and nutrition plan***

NoVo Academy will be putting out bids for a food service provider. We will meet with each to discuss ways to make sure our menu includes all healthy options for our students and aligns with the nutritional guidelines set for the State. A large emphasis will be placed on providing only nutritious and well-balanced meals to our students.

### ***Transportation to and from school***

On January 17, 2014, the transportation bids “Request For Bids for Student Transportation Services” were opened at the R.I. League of Charter Schools. Ocean State Transit submitted a pricing proposal for full-size buses (65-71 passenger) and offered pricing to be negotiated for the smaller eighteen (18) size or equivalent buses based on the configuration of the vehicle needs, i.e.; wheelchair positions / lift. NoVo academy will contract with Ocean State Transit for its transportation needs. There will be a comprehensive arrival and dismissal plan for arrival and dismissal once a location has been identified and a lease/purchase sheet has been signed for the start of the 2015 academic year.

### ***Proposed Plan for human resources, payroll and purchasing functions***

NoVo Academy will develop a Human Resource department based on organizational needs; essential elements will include the following:

- **Hiring Policies** – This will help determine how NoVo will hire, interview, recruit, and determine if NoVo will need to implement training or development for potential or current employees.
- **Termination Policies** – Describing the laws on unemployment insurance and create termination forms that are acceptable in the state of Rhode Island.
- **Job Descriptions** – For every position within NoVo Academy there will be a job description including certain requirements needed to fill that position.
- **Employee Handbook** - NoVo will create an employee handbook with policies and procedures.
- **Safety Policy Discrimination/Sexual Harassment Policies – Detailed Policies** – The employee handbook will give the employee a brief overview of NoVo Academy’s rules and regulations including causes for termination, vacation,

holiday, personal, and sick pay, employment benefits, etc. For each of these policies, the HR department will also create more detailed written guidelines for clarification in case the need arises. Detailed policies will also include when and how employees are paid, when and how salary increases will occur, and all elements that have to do with what happens if an employee leaves the school, whether they are terminated or voluntarily quit.

- **Payroll** – The NoVo Academy will utilize The Learning Community’s payroll services for the first year of operation.

### ***Purchasing functions***

We will have tangible and serious policies to ensure that no single individual is responsible for writing and signing checks and receiving, recording and depositing funds, and depositing cash and other receipts. In place will be a segregation of duties and oversight by management and the Board. All disbursements will require formal approval and all disbursements will have supporting invoices and documentation.

The process for ensuring needed cash flow will begin with the Board-approved budget, designed to ensure consistent cash flow. The signature of the Head of School will be required for every purchase (either on purchase order or check), and the Director of Finance will process payments and reconcile accounts and track all finances to maintain needed cash flow. The Director of Finance will meet weekly with the Head of School to review the latest budget reconciliation. Any proposed purchases outside the scope of the budget will require Board approval.

### ***IT and Data Management***

At Novo Academy, the proposed plan for Information Technology will be to hire 1 FTE to set up the necessary infrastructure needed to support our organizational needs. NoVo will also purchase SKYWARD (student management Suite 2.0) a Student Information System (SIS). NoVo Academy’s sending district, the Providence Public School department (PPSD) has recently transitioned to this system. SKYWARD has the unique feature of district-to-district transfer features that can seamlessly transfer crucial information about a student. Information about students is available without the need to re-key important data such as demographics, test scores, grade history or immunization records. In addition, SKYWARD is a preferred vendor of the Rhode Island Department of Education. NoVo Academy will also hire 1 FTE to perform the roles and responsibilities of communicating any and all information between NoVo Academy and the RI Department of Education.

## **X. Startup Timeline (see below)**

Date	Activity
April 2014	Submit application to RIDE (Point Person: Head of School - HOS)
July 2014	Preliminary approval/ recommendations from RIDE and Regents. Completion of two public hearings. (Derrick Ciesla)
September 2014	Board Orientation process (Board President) Identify and secure lease on building, pending Regents' approval (HOS) Identify and cost-out building-renovation needs Put out bid to General Contractors & Architects for renovations pending approval Begin official recruitment of students and families, pending approval
February 2015	Recruit and hire team pending approval from Regents (HOS) Continue recruitment of students and families (HOS) Review bids for contractor role, and with Board of Directors select General Contractor and Architect (HOS) With incoming team, develop comprehensive list of all curriculum materials and all classroom supplies and materials (HOS) Build out student database system (HOS)
May 2015	Recruit and identify team pending approval, continued March 1, hold lottery if applications exceed available spaces, pending approval Pre-register 132 students in Kindergarten – grade 2, pending approval Select design and renovations plan for the facility (HOS)
April 2015	Continue registration process for students & conduct intake assessments of enrolled students Review summer renovation plans with contractor (HOS)
April 2015	Board approval of final renovation plans with contractor Finalize master schedule (HOS)
June 2015	Prepare all materials, supplies and furniture orders pending Regents' approval
July 2015	Regents' Final Approval Lottery, if needed Registration process Finalize renovations for first 9 classrooms, common spaces and offices Contracts signed with all employees Contracts signed with contracted services Finalize classroom assignment process Facilities renovations Furniture assembly Materials and supplies arrive (HOS)
August 2015	Facilities renovations. Furniture assembly Materials and supplies arrive and are distributed Summer Institute for all team Members Classroom set up (HOS)
September 2015	Opening Day!

## XI. Variances

*Not Applicable*

## XII. Finance and Budget

### ***Revenues:***

State revenues per pupil (\$10,459/student) are kept constant in Years 1–5. State revenues are based on Providence’s current district share ratio; current core instruction and student success factors amount; and current rate of students qualifying for free or reduced price lunch. Local revenues per pupil for Years 3–5 are based on the FY2013 local tax contribution in Providence, divided by the total number of resident children. Revenues for Year 1–3 are based on the five-year transition (2015–16 — 2017–18) to the final local share for charter schools. Our projected expenses grow in Years 1–4 in conjunction with our growing student population’s need for services. This narrative generally discusses full-growth budget projections.

**Unless otherwise noted, expense projections are based on the experiences of The Learning Community**, an independent charter school with a nine-year track record of successful budget management. The Learning Community has managed within its budget every year and in 2011 earned RIDE’s highest rating (“Fiscally Strong”) on the Financial Responsibility Composite Score for charter schools.

### ***INSTRUCTION: Face-to-Face Teaching***

We assume a K student-to-adult ratio of 11-to-1. We will have 3 instructional teachers and 3 instructional Teaching partners to serve 66 students.

We assume a K–5 class size of 22 students (three classes/grade level = 66 students/grade level). Each class of 22 students will have one instructional teacher. We assume that while we will have a blend of teachers at different steps on the Providence scale, our overall teaching force will skew toward more experienced teachers. We have therefore budgeted Year 1 salaries for our certified teachers at step 7 of the current Providence scale (with projected step increases in each succeeding year through Year 5), half with bachelor’s degrees and half with master’s degrees.

Recognizing the challenge to improve STEM performance, we have budgeted for 2 full-time science teachers at full growth. In addition to allowing us to deliver a robust, in-depth, rigorous science curriculum, these pull-out science classes will also have an additional benefit: they will make it possible for us to provide extended grade-level common planning time for our instructional teachers.

At full growth, we have also budgeted for 1 full-time music teacher, 1 full-time art teacher, 1 full time Chinese/ Mandarin and 2 PE teachers, ensuring that our students



receive a well-rounded education and, as above, making possible extended common planning time for instructional teachers.

***Substitutes:*** At full growth, our projections include 3 in-house substitute teachers.

### ***INSTRUCTION: Classroom Materials***

Pupil-use technology and software: We have budgeted for a shared laptop cart (22 laptops/cart) at every grade level, ensuring that students build their familiarity and experience with technology at an early age.

Instructional materials, trips and supplies: We have budgeted for the books, supplies, and trips necessary to expose children to a rich diversity of literature and experiences and meet Basic Education Plan requirements. We have also budgeted for materials to meet the needs of students who need special education or Response to Intervention services. And we have budgeted for the possible purchase of E.L. Achieve's Systematic English Language Development curriculum (as described in the Educational Program narrative).

### ***INSTRUCTIONAL SUPPORT: Pupil Support & Program Support***

At full growth, we project that 4 full-time special education teachers and 1 special education director will serve the needs of our special education population.

At full growth, we project that 2 reading specialists (teachers), supported by 2 literacy assistants (paraprofessionals included in Face-to-Face teaching, above), will enable us to deliver a strong Response to Intervention program.

In order to meet students' social, emotional, and physical needs, we have budgeted at full growth for 1 school nurse-teacher, and 1 school social worker, and 1 behavioral specialist. We have budgeted for a director of ELL services.

### ***INSTRUCTIONAL SUPPORT: Teacher Support***

At full growth, we have budgeted for 2 instructional coaches to provide in-house professional development for our teachers. We have also budgeted for external content coaches to support curriculum development and professional development.

We have allocated funds to train teachers in the Systematic English Language Development Program (tested and proven by E.L. Achieve), which we may adopt.

### ***INSTRUCTIONAL SUPPORT: Academic Student Assessment***

We anticipate purchasing ACCESS testing materials as well as reading benchmark assessments, for example. Many of our formative assessments will be developed in-house. Additional curricular assessments are accounted for in our classroom curriculum and supplies line items. Materials for educational/diagnostic testing are accounted for in our contracted psychological services amounts or in our curriculum and materials line items.

### ***OPERATIONS: Non-Instructional Student Support***

Transportation: Transportation costs are based on a quote from an outside vendor.

Food Service: Our budget assumes that an outside vendor, which will be determined by RFP, will provide food services. Projections are based on numbers supplied to us by PPSD. Safety: We have budgeted for a crossing guard.

### ***OPERATIONS: Facilities***

Our projections assume 1 full-time custodian on staff. We have budgeted for routine repairs and general upkeep (alarm and fire services, electrical, plumbing, rodent/pest control, snow plowing, waste removal, etc.) based on The Learning Community's budget history. We have budgeted for utilities (electricity, heat, sewage, water) based on The Learning Community's budget history. We have budgeted for property and liability insurance based on The Learning Community's budget history. We have budgeted for office furniture based on The Learning Community's budget history.

### ***OPERATIONS: Business Services***

The Learning Community will provide our budget projections for business services for certified staff (HR, payroll/accounting, mail, My Learning Plan, pupil accounting, and grant management).

We have budgeted for 1 IT/data manager and 1 finance director. We also included 1 assistant business manager, beginning in Year 3.

Also included in this category are audit expenses, worker's compensation costs, unemployment insurance, advertising and communications costs, and miscellaneous other costs.

### ***OTHER COMMITMENTS: Capital***

Most charter schools begin in a lease situation, and our budget allocates \$126,000 for a building lease (\$10,500/month). We cannot assign a dollar figure with any certainty at this point; we have built in contingencies to accommodate for the possibility of a higher facilities cost.

### ***OTHER COMMITMENTS: Contingencies, Legal Obligations***

We have allocated \$100,000 in contingencies in Year 1 and \$50,000 in Years 2 – 5. We have allocated a small sum for legal fees each year.

### ***LEADERSHIP: School Management***

Our budget ensures sufficient administrative staffing in Year 1 to allow for both implementation and long-term planning.

Leadership: Our budget allocates funds to hire a Head of School. Administrative support will be provided by 2 front-office receptionists and 1 executive assistant.

Program/Operations Management: Leadership will also be provided by an operations director (beginning in Year 2); 1 fund development/grants manager (beginning in Year 2); and 1 fund development assistant (beginning in Year 4).

Board: We have allocated funds for E&O and umbrella insurance, as well as dues to the League of Charter Schools.

### **The structure and process for managing the school's finances, INCLUDING ANY STAFF POSITIONS FOR THIS PURPOSE AND THEIR RESPONSIBILITIES.**

Our budget and school design have been developed with sound financial design in mind, including student-to-teacher ratio that will support a robust program and excellent education for all students.

The director of finance, with assistance from an assistant business manager (to be hired for Year 3), will:

- Create and maintain high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures and revenues;
- Ensure compliance with generally accepted accounting principles as well as all other requirements (federal, state, local);
- Provide bookkeeping services to school using provided financial and accounting software. Provide regular feedback to school leaders on tools and resources that may strategically improve financial management;
- Supervise daily accounting of school including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources;
- Research, manage, and administer all benefit programs offered by school in compliance with staff contracts and applicable laws.
- Prepare and submit all relevant reports, evaluations, and data to both internal and external agencies, funding sources, and parties;
- Report to and collaborate with Head of School throughout budgetary process including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis;
- Oversee resources provided to all staff, including classroom resources, copy machines, phones, computers and technology;
- Support Head of School and Board of Directors on financial processes related to facilities including purchase, refinancing bond issuances and contracts for renovations and repair.
- Support the Board Treasurer by keeping him/her apprised of fiscal status, making all finance reports, balance sheets, projections and audit information available to him/her, and responding in a timely way to any other requests for information;
- Provide verbal and written financial report at all Board of Directors meetings, in coordination with the Head of School;
- Perform other tasks as assigned by the Head of School.

Our budget development process will begin during the prior school year, as early as November, and a draft will be complete no later than the end of December for the following fiscal year. The budget will be built based on:

- A review of expenditure trends in the current and previous year;
- A review of shifting or increasing student support needs;
- Data from teacher support and pupil support teams
- A review of all administrative team functionality, gaps and possible staffing needs
- A review of the Academic Strategic Plan for any related implementation costs
- Service and goods cost projections based on expenditure trends, bids and quotes
- Other anticipated staffing changes

The draft budget will be reviewed, analyzed and edited with the Board Treasurer. The Treasurer will recommend the new budget to the full Board of Directors who will then review for final suggestions and approve the budget.

The fiduciary health of the school will be a primary responsibility of our Board of Directors. The school's Administrators and Director of Finance will share and review budget reports with the Board's Treasurer well before every Board meeting. The Treasurer may request additional materials or data, as appropriate to ensure sufficient information to make a budget report at the next Board meeting. The Treasurer will also review our annual audit findings and management letter and advise the Finance Director, Head of School and Board based on those reviews. In addition, the Treasurer will play a critical role in researching banking and investment opportunities and financial support systems for the NoVo Academy Charter School.

The draft budget will be reviewed, analyzed and edited with the Board Treasurer. The Treasurer will recommend the new budget to the full Board of Directors who then will review for final suggestions and formally approve the budget.

We will have tangible and serious policies to ensure that no single individual is responsible for writing and signing checks and receiving, recording and depositing funds, and depositing cash and other receipts. In place will be a segregation of duties and oversight by management and the Board. All disbursements will require formal approval and all disbursements will have supporting invoices and documentation.

The process for ensuring needed cash flow will begin with the Board-approved budget, designed to ensure consistent cash flow. The signature of either the Head of School will be required for every purchase (either on purchase order or check), and the director of finance or assistant business manager will process payments and reconcile accounts and track all finances to maintain needed cash flow. The director of finance will meet weekly with the Head of School to review the latest budget reconciliation. Any proposed purchases outside the scope of the budget will require Board approval.

The NoVo Academy Charter School will follow all FASBE rules in tracking finances in preparation for our annual audit. We will look at the top Rhode Island auditors with experience with charter schools and UCOA Compliance standards, including KLR; Aaronson Lavoie; and Dittmar, McNeil and Ferolito.

The NoVo Academy will hire a fund development/grants manager in Year 2 and bring on administrative support in Year 4. It will be the responsibility of this office to seek private-party funding. Activities will include:

- Planning and implementing strategies and activities for donor cultivation, solicitation and relations;
- Designing and managing fundraising activities including annual giving, major gifts, grant writing, special projects and other school-related solicitations;
- Maintaining contact with and develop proposals for foundations and corporations in collaboration with colleagues;
- Reporting regularly to the Board on fund development activities;
- Working with the Head of School on parent-related fund development; and
- Informing school communications plans.

In order to fulfill these responsibilities, the fund development/grants manager will:

- Create office systems to support development projects and initiatives;
- Supervise donor and gift record-keeping, pledge reminder and acknowledgment programs; conduct development research activities; and
- Oversee the management of databases and all records, files and gifts processing.

Although we expect that the fund development office will generate increasing non-public revenues over time, the operating budget included with this application does not include or depend on these outside dollars for viability.

***Please review attached budget.***

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## Attachments

## **Draft bylaws**

### **By-Laws of The NoVo Academy Charter School**

#### **ARTICLE 1: NAME**

##### **Section 1:**

The Corporation shall be known by the name of The NoVo Academy Charter School (“The NoVo Academy”).

#### **ARTICLE 2: PURPOSE**

##### **Section 1:**

The Corporation, a Rhode Island nonprofit corporation was Constituted for the purpose of operating a public charter school under a charter issued by the State of Rhode Island Board of Regents for Elementary and Secondary Education and for other lawful charitable and educational purposes. The corporation is established to serve students in grades Kindergarten through five from the City of Providence. The corporation is intended to prove that poverty need not be a barrier to student success.

#### **ARTICLE 3: MEMBERSHIP**

##### **Section 1:**

The membership of the Corporation shall consist of the Board of Directors (“Board”) and such other Boards as the Board deems reasonable and appropriate.

#### **ARTICLE 4: ORGANIZATION**

##### **Section 1:**

As steward of the public trust, the Board shall be responsible for governance of The NoVo Academy and for the ongoing process of due diligence to assure the health and effectiveness of The NoVo Academy. The Board shall have the power to govern the affairs and property of The NoVo Academy, in keeping with policies it establishes to define the scope, limitations and authority of the Board.

##### **Section 2:**

The management, direction and control of the affairs of the Corporation shall be in a Board of Directors consisting of at least ten (10) and no more than fifteen (15) persons, as

determined from time to time by the Board, in its sole and absolute discretion. All Directors shall have identical rights and responsibilities. The Directors shall be nominated and elected at the annual meeting.

Section 3:

The Board shall be comprised of community leaders, representatives of the School's faculty and staff ("Team") and family of children enrolled at the School("Family"). Board members shall reflect the qualifications and diversity of the School as reasonably determined by the Board in its policies.

Section 4:

A Community leader elected to the Board shall serve a four year term. A Community leader may be re-elected to the Board for a maximum of two additional and consecutive four year terms.

If a Community leader serves for twelve (12) consecutive years as stated above, that person must not be on the Board for a minimum of one (1) year before that person may be reconsidered for appointment to the Board.

Team and Family members shall be appointed to the Board by the Head of School and the Director of the School and shall serve one two year term. Team and Family members may not serve more than one consecutive term. Notwithstanding the foregoing, a Family member may, at the end of his/her two year term, be elected to the Board as a Community leader.

Section 5:

Community leaders of the Board shall be elected annually at the Annual Meeting of the Board. Team and Family members appointed by the Head of School and the Director shall be elected by the Board at the Annual Meeting. All new Board Members will participate in an orientation process, as established and approved by the Board, and will be eligible to participate and vote at the next meeting of the Board.

Section 6:

A Board member may resign at any time by filing a written resignation with the President and Secretary of the Board. The resignation shall be effective

immediately upon receipt of the written resignation by the President and Secretary.

Section 7:

Any vacancy occurring on the Board and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate from the Nominating Committee, by the affirmative vote of the majority of the Board. A board member elected to fill the vacancy shall serve for the unexpired term of his/her predecessor. A vacancy caused by the resignation of a Team or Family member shall be filled by the Head of School and the Director and that person shall only serve for the unexpired term of the former Board member.

Section 8:

The Board may remove any Officer or member of the Board by an affirmative vote of at least two-thirds (2/3) of the members in attendance at a regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Board member proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Board member shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice. The decision of the Board shall be final.

Section 9:

Members of the Board shall serve without compensation, of any kind, from the Board (for his/her activities and responsibilities as a Board member), except that the Board may reimburse Board members, in its sole discretion, for reasonable expenses incurred in attending meetings of the Board and in performing other duties required by virtue of Board membership.

Section 10:

There shall be at least three (3) elected officers of the Board of Directors: President, Secretary, and Treasurer.

The roles and qualifications of these and any other Offices shall be determined by the Board in its policies.

Section 11: The term for each Officer shall be the one-year period commencing on the date of the vote and each officer may be re-elected annually, in the sole and absolute discretion of the Board.

11.1 Duties of the President

The President shall, subject to the control of the Board, be responsible for monitoring The NoVo Academy's purpose, policies and programs. The President shall preside at all meetings of the Board. The President shall perform such other duties as may be assigned from time to time by the Board. The President in conjunction with the Head of School and the Director shall prepare a written agenda for Board meetings, which shall be mailed to each member prior to the date of such meeting.

11.2 Duties of the Treasurer

The Treasurer shall, subject to such regulation as the Board may from time to time prescribe, be responsible for the care and custody of all funds and securities of the school, and in conjunction with The Providence Renaissance Academy Finance Director, provide direction. The Finance Director shall be responsible to ensure that all receipts are deposited to the credit of the school in such depositories as the Board may designate. The Treasurer shall dispose of such funds and securities through the Finance Director, in accordance with the annual budget, as approved by the Board and in the case of unbudgeted expenditures, under direction of the Board; the Treasurer shall render a statement of accounts to the Board at the midpoint of the fiscal year, and at the annual meeting. Subject to the control of the Board, the Treasurer shall recommend insurance coverage for the Corporation, Board of Directors, officers, staff, volunteers and the property of The NoVo Academy against loss from any causes. Custody of the insurance policies shall be the responsibility of the Finance Director. Subject to the control of the Board, the Treasurer shall employ auditors to audit the accounts of the school, fix the fiscal year of the school, and perform

all duties as may be assigned from time to time by the Board. The annual financial statements and the audit management letter will be presented to the Board by the Treasurer, Finance Director and audit firm. The operating budget will be reviewed by the Treasurer and the Finance Committee, and once finalized will be presented to the Board for action.

#### 11.3 Duties of the Secretary

The Secretary shall attend all meetings of the members and of the Board and keep minutes of the proceedings thereof. The Secretary shall be the custodian of the seal of the Corporation and shall affix the same to all documents requiring it. Final preparation of the minutes of these meetings shall be delegated to the Co-Director's secretary. The Secretary shall perform other duties as may be assigned from time to time by the Board. In the absence of the Secretary one shall be appointed for the meeting.

#### 11.4 Nomination and Election:

The Board Development Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board, immediately following the election of the Board members. The newly elected Officers shall take office at the same time as the newly-elected Directors.

#### 11.5 Board Development Committee.

The Board Development Committee shall establish criteria for Board membership, based on a clear understanding of The NoVo Academy. This committee shall evaluate the eligibility of persons on the Board whose terms are expiring, and maintain a roster of potential Board members. It is the responsibility of this committee to screen possible candidates to serve and explain to them their duties if elected to the Board. They shall present to the Board a slate of nominees to the Board and a slate of Officers to the Board for the ensuing year. In the event of a Board vacancy, the Board Development Committee will recommend to the Board an individual who will meet the above criteria.

11.6 Finance Committee.

The Finance Committee is responsible for the fiscal policies and operations of the school, the review of statements of school finances in the form prescribed by the Board, and in such detail and as prepared by the Finance Director under the direction of the Treasurer as often as may be required. This committee is responsible for the review of an annual independent audit and a comprehensive budget for the consideration of the Board. The Finance Director shall serve as the ex-officio Team representative to this committee.

11.7 Ad-Hoc Committees.

The Board of Directors may from time to time by vote create such other committees for the purpose of advising the Board, the officers and employees of The Providence Renaissance Academy in all such matters as the Board shall deem advisable and with such functions and duties as the Board shall prescribe by vote.

ARTICLE FIVE: CONFLICT OF INTEREST

No contract or transaction between The NoVo Academy and one or more of its Board members or between The NoVo Academy and any other corporation, partnership, association or other organization or enterprise in which one or more of the Board members are directors, officers or have a financial interest shall be void or voidable nor shall any such Board member be liable with respect to such contract or transaction solely for this reason or solely because the Board member is present at or participates in the meeting of the Board at which the contract or transaction was authorized or solely because the vote of the Board member is counted for such purpose, provided that:

(a) The material facts were known or disclosed to the Board and the Board authorizes, approves or ratifies any contract or transaction in which the Board member has an interest by an affirmative vote of the disinterested Board members, even if the voting members total an amount less than a quorum; or



(b) In the opinion of the Board, in its sole and absolute discretion, the contract or transaction is fair and reasonable notwithstanding the Board member's association

Notwithstanding anything to the contrary herein, all Board members shall promptly disclose any and all possible or potential conflicts of interest to the Board:

Any duality of interest or possible conflict of interest on the part of any Board member, officer, employee of The NoVo Academy or committee member shall be disclosed to the Board. Such interest shall be made a matter of record through an annual procedure and, when the interest becomes a matter of Board action, such interest shall be disclosed in the record of the proceedings of the Board. In all cases in which a Board member, officer, employee or committee member may have a conflict of interest because he or she or a member of his or her family has an interest in any contract or transaction with The NoVo Academy, either directly or indirectly through an interest in employment by any legal entity which has an interest in such contract or transaction, or otherwise, that Board member, officer, employee of the corporation or committee member shall disclose the conflict of interest. Further, such person shall refrain from taking any action to authorize, approve or ratify such transaction or contract; provided, however that the ownership of a non-controlling minority interest in a publicly held legal entity shall not be deemed to be an interest requiring such disclosure. Any required disclosure shall be made in the case of a Community leader, Team or Family member to the President and the Head of School and the Director. In the case of the President, disclosure shall be made to the Board prior to any action on such contract or transaction. Such disclosure shall include any relevant and material facts, known to such person, about the contract or the transaction that might reasonably be construed to be adverse to the corporation's interest.

Any such Board member's vote may not be counted but nothing contained herein shall preclude The Providence Renaissance Academy from entering into such transaction but he/she must recuse himself/herself from the vote.

## ARTICLE SIX MEETINGS

### 6.1 Open Meeting Laws:

All meetings shall adhere to the Rhode Island Open Meeting laws.

### 6.2 Regular and Annual Meeting:

The Board shall meet at least six (6) times per year, one of which shall be the annual meeting, held in June of each year or in such other month as may be determined by the Board. Notice shall be given to each Director at least fifteen (15) days prior to the date of every regular meeting of the Board. Stipulation of the annual Board calendar shall fulfill the requirement for notice.

### 6.3 Special Meetings:

Special meetings of the Board may be called by the President or by a majority of the Board filing a written request for such a meeting with the President and stating the object, date, and hour therefore. Due notice of special meetings shall be given seven (7) days prior to such a meeting.

### 6.4 Quorum:

Forty (40%) of Board members then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board, except where otherwise required by these Bylaws. Voting is by majority unless otherwise specified in these Bylaws.

### 6.5 Meeting Format:

The Board shall select its own meeting format in any method allowed by the laws of the state of Rhode Island. Any such meeting shall subscribe to the policies, procedures, and rules adopted by the Board.

### 6.6 Meeting Notice:

Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except

where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

6.7 Action by Board without a Meeting

The Board or any Committee may submit proposals for consideration and be approved by its members via mail, email, electronic/web-based or facsimile mediums, without the need for all members being physically present in the same place at the same time. An affirmative vote of a majority of the Directors shall be necessary for approval of a proposal.

ARTICLE SEVEN MISCELLANEOUS

7.1 Fiscal Year

Unless the Board otherwise determines, the fiscal year of the School shall end on June 30 in each year.

7.2 Audit

The Board shall at least annually cause the books and accounts of the School to be audited by an independent certified public accountant.

7.3 Checks, Drafts, and Similar Orders

All checks, drafts, or other orders for the payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers or agent or agents of the school and in such manner as from time to time may be determined by resolution of the Board.

7.4 Joint Activities

The Board may, in its discretion, enter into agreements or arrangements with other nonprofit and educational institutions which may provide, among other things, for the joint use of facilities, the joint provision of administrative services, or the joint supervision of educational programs.

7.5 Nondiscrimination Policy

The NoVo Academy Charter School will not discriminate on the basis of race, color, nationality, ethnic origin,

religion, sexual orientation, or physical disability in the administration of educational policies, scholarship and loan programs, athletic programs, and other school-administered programs.

## 7.6

### Indemnity

Charter public schools have the same immunity possessed by school districts to suit as limited by chapter 31 of title 9 of the general laws of the State of Rhode Island. The corporation shall, to the extent legally permissible and only to the extent that the status of the corporation as an organization exempt under section 501(c)(3) of the Internal Revenue Code is not affected thereby, indemnify each of its board members (including persons who serve at its request as directors, officers, or trustees of another organization in which it has an interest) against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees, reasonably incurred by him or her in connection with the defense or disposition of any action, suit, or other proceeding, whether civil or criminal, in which he or she may be involved or with which he or she may be threatened, while in office or thereafter, by reason of his or her being or having been such a board member, except with respect to any matter as to which he or she shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the corporation; provided, however, that as to any matter disposed of by a compromise payment by such board member, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such compromise is approved as in the best interests of the corporation, after notice that it involves such indemnification: (a) by a disinterested majority of the board members then in office; or (b) by a majority of the disinterested board members then in office, provided that there has been obtained an opinion in writing of independent legal counsel to the effect that such director or officer appears to have acted in good faith in the reasonable belief that his or her action was in the best interests of the corporation; or (c) by a majority of the disinterested members entitled to vote, voting as a single class. Expenses, including counsel fees, reasonably

incurred by any such board member in connection with the defense or disposition of any such action, suit, or other proceeding may be paid from time to time by the corporation in advance of the final disposition thereof upon receipt of an undertaking by such board member to repay the amounts so paid to the corporation if it is ultimately determined that indemnification is not authorized hereunder. The right of indemnification hereby provided shall not be exclusive of or affect any other rights to which any board member may be entitled. Nothing contained herein shall affect any rights to indemnification to which corporate personnel other than board members may be.

#### 7.7 Rules of Order

The rule of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the The NoVo Academy except where they may be in conflict with the Articles of Incorporation, these By-Laws, or other policies adopted by the Board.

#### 7.8

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office, provided that notice of the proposed amendment, together with a copy thereof, shall be distributed to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

## **School Leader Job Description**

### **NoVo Academy Leader**

**Qualifications:** The School Leader of the NoVo Academy must embody the mission of the NoVo Academy to provide a unique, supportive learning opportunity. He (she) must possess exceptionally strong and successful instructional and administrative experience, a passion for academic excellence, a dedication to student-centered leadership, a commitment to teamwork and collaboration, and excellent communication skills. The School Leader will be expected to champion high academic standards, establish a positive and visible presence in the school community, develop respectful and trusting professional relationships, represent the school as a thoughtful and articulate spokesperson, and develop and maintain an exceptionally positive school culture and attitude to support students, faculty, parents and our community partners.

**Qualifications:**

- 1) A proven record of success leading secondary learning communities.
- 2) Certification in Secondary Administration/Instructional Leadership
- 3) Entrepreneurial spirit
- 4) Unwavering belief in the limitless potential within each child
- 3) Other qualifications as determined by the Board

**Reports to:** The NoVo Academy Board of Directors

### **Performance Responsibilities:**

The School Leader of the NoVo Academy must demonstrate mastery in the following key areas of Educational Leadership:

#### **ACADEMIC ACHIEVEMENT**

Prior to the start of school the School Leader of the NoVo Academy will promote student learning through establishment implementation of a clear mission and vision and high expectations for every student. He (She) will provide a research-based curriculum, effective instructional methods, and allocate resources effectively. The School Leader, working with the Curriculum Consultant, will develop clear, measurable program standards and school academic objectives, as well as meet stated performance standards, provide support for differentiating instruction to meet the needs of all learners and increase student achievement prior to the start of school.

By:

- Developing clear, rigorous, measurable program standards and student learning objectives.
- Developing, articulating, and coordinating research-based curriculum and clearly defined expectations for student learning, including essential and enduring knowledge and skills that are consistent with the school's purpose and charter.
- Allocating appropriate resources in the way of scheduling, curricular materials, instructional services, staff, staff development, and facilities to promote high levels of student achievement.
- Developing a comprehensive assessment system that monitors and documents performance and uses these results to design student Individual Learning Plans.

- Developing a system to assess progress toward meeting the above objectives, including but not limited to: Charter performance objectives, Standardized Test Scores, Curriculum Support Documents (e.g., curriculum maps, etc.), School-based formative and summative assessments.

## **GOVERNANCE AND SCHOOL LEADERSHIP**

Prior to the start of school the School Leader, working with the Governing Board, will carry out all duties in a professional, responsible, and ethical manner and use their influence and authority for the primary purpose of achieving student success in preparation for the opening of school.

By:

- Effectively communicating and engaging stakeholders in the mission and vision of the school.
- Developing policies and practices that clarify the responsibilities and relationships among the Governing Board members, key leaders, staff, students, and parents.
- Conducting regular Board meetings that address critical issues and responsibilities related to school governance such as academic achievement, fiscal health, and policy.
- Creating and communicating sound and comprehensive policies related to critical matters such as governance, human resources, fiscal management, operations, discipline, safety, and facility.
- Engaging in regular professional development, reflective practices, development, and self-assessment his (her) performance.
- Building capacity through reading professional literature applicable to governance of a public charter school, attending trainings, conferences, or seminars.
- Developing and implementing a systematic procedure for communicating expectations of the school staff, including performance monitoring, professional development, and assessment.
- Facilitating leadership development opportunities for all Academy staff consistent with established expectations and levels of competency and performance
- Creating clear procedures following school policy related to critical matters such as human resources, financial accounting, operations, discipline, instruction, safety, and facility.

## **FISCAL RESPONSIBILITY**

Prior to the start of school the School Leader of the NoVo Academy will fulfill his (her) fiduciary responsibility for public funds and maintain transparent fiscal practices and records according to non-profit, state, and local regulatory and reporting requirements.

By:

- Developing immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability.
- Developing comprehensive budget processes including developing a year-long budget planning timeline, a projection of revenue calculations, projection of expenditures, and as annual review of the status of significant operating costs, including employee salaries, benefits, facility, etc.
- Preparing financial reports and presenting them to the Governing Board for oversight and use in short range and long range financial planning prior to the first day of school.

- Ensuring that the school engages the expertise of a certified Financial Officer who has the required credentials and experience.

## **OPERATIONS, RESOURCES, AND SUPPORT SYSTEMS**

Prior to the start of school the School Leader of the NoVo Academy will operate effectively and efficiently through the appropriate use of resources. The School Leader, working with the Educational Consultant, will engage in a process of continuous self-improvement in order to increase the effectiveness of the Academy's educational program and ability to meet its mission and charter performance objectives.

By:

- Creating, monitoring, and enforcing sound and comprehensive policies and procedures.
- Developing policy manuals including core areas such as human resources, financial, instruction, and plant operations and making these available to all stakeholders.
- Developing procedural manuals such as employee handbooks and parent or student handbooks and making these available to the appropriate parties.
- Ensuring that the Academy establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities.
- Ensuring that the Academy establishes and implements a process to assign professional and support staff based on school needs and staff qualifications as may be required by federal and state law and regulation (e.g., professional preparation, certification, ability, knowledge, and experience).
- Ensuring that qualified staff is sufficient in number to meet the vision and purpose of the school and to meet federal and state law and regulations, if applicable.
- Ensuring that the technology infrastructure and equipment that is sufficient to accomplish the school's goals.
- Providing and coordinating support services that meet the health, counseling, nutrition, and transportation needs of all students and complies with all federal and state safety and insurance requirements.
- Providing counseling services that sufficiently addresses mental, social, and behavioral needs of students.
- Developing and implementing a system that regularly monitors and evaluates the success of the school's programs and services, success against performance objectives, and stakeholder satisfaction.

## **LEGAL & REGULATORY REQUIREMENTS**

Prior to the start of school the School Leader of the NoVo Academy will ensure that the Academy operates following all federal, state, and local legal and regulatory requirements.

By:

- Ensuring that policies adopted by the Academy are reviewed by legal counsel to ensure compliance with all federal, state, and local legal and regulatory requirements.
- Demonstrating their cogent understanding of the laws that govern charter schools and monitoring the trends, issues, and potential changes in the environment in which charter schools operate.



- Ensuring that the Academy is in compliance with all charter contract requirements, all federal, state, and local laws, regulations, standards, and mandates and all IRS non-profit regulations.
- Ensuring that the Academy maintains access to legal counsel to advise or obtain information about legal requirements and obligations.
- Ensuring that the Academy has clearly defined grievance and conflict resolution procedures for students, parents, and staff that are communicated to all stakeholders.
- Utilizing evidence to assess progress toward meeting the above objectives, including but not limited to: By-Laws, Conflict of Interest Policy, Name of legal counsel and contact information, Grievance and Conflict Resolution Policy.

## **SAFETY AND RISK MANAGEMENT**

Prior to the start of school the School Leader of the NoVo Academy will assure the safety of all staff, students, parents, and visitors and proactively manage risk to the organization.

By:

- Acquiring adequate insurance or equivalent resources to protect the Academy's financial stability and administrative operations.
- Ensuring the safety of the students and protection of school assets by employing criminal background checks on board members, staff members, contractors, and volunteers or chaperones working directly with students.
- Establishing and implementing written security and crisis management plans with appropriate training for all stakeholders.
- Maintaining Certificates of Insurance on all contractors or vendors.
- Implementing and enforcing policies that reduce hazards and risks to the school; related to personnel and employment practices; related to school security, building access, etc.; related to transportation, field trips, and special activities; related to harassment, abuse, and drug and alcohol matters.
- Developing and implementing a comprehensive student discipline policy (including due process procedures for suspension and expulsion) that maximizes safety and learning time.

## **CULTURE, COMMUNITY, AND RELATIONSHIP BUILDING**

Prior to the start of school the School Leader of the NoVo Academy will foster effective communication and relationships with and among its stakeholders and ensure the establishment of shared accountability for student achievement.

By:

- Fostering collaboration with and soliciting the knowledge and skills of community businesses, civic groups, educational entities, and stakeholders to support student learning.
- Employing strategies to listen to and communicate timely and meaningful information to all stakeholders.
- Communicating the expectations for student learning and goals for improvement to all stakeholders.
- Creating and supporting collaborative networks of stakeholders to support the school's programs.

# Derrick J Ciesla

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**Summary** Dedicated educational professional with a proven record of commitment that ensures a school culture that encourages continuous improvements for students and teachers. An administrator with an unwavering desire to attain a Principalship.

**Experience** 8/1/2013 – present Paul Cuffee Lower School Providence, RI

## ***Principal***

- Supervision/evaluation of 50 faculty and staff members.
- Implement RIDE/Charter School goals and initiatives, maintain the safety and security of the building and grounds
- Responsible for allocating funding throughout the organization
- Seek funding to enhance cultural and academic programs at the school
- Use data to guide academic instruction
- Plan and coordinate activities for parent teacher organization and school improvement team

7/1/2009 – present Dr. Martin Luther King Jr. Elementary School Providence, RI

## ***Principal***

- Supervision/evaluation of 70 faculty and staff members.
- Implement district goals and initiatives, maintain the safety and security of the building and grounds
- Responsible for allocating Title 1 funds to identified subgroups through formative assessments
- Seek funding to enhance cultural and academic programs at the school
- Use data to guide academic instruction
- Plan and coordinate activities for parent teacher organization and school improvement team
- Developed and Implemented “10 Boys Initiative” for the school

8/2007 – 7/1/2009 Mattapan, MA

## ***Assistant Principal***

- Assist in the supervision/evaluation of all staff and assume the responsibility of the Principal when she is not on the premise
- Implement the Code of Discipline and maintain the safety and security of the building and grounds

- Supervise the arrival, departure, and behavior of students on school grounds
- Seek funding to enhance cultural and academic programs at the school
- Use data to guide academic goals to assist the Principal in developing WSIP
- Plan and coordinate activities for parent site council and school site council
- Developed and Implemented “10 Boys Initiative” for Mildred Avenue

*7/2006 – present Henry L. Higginson Elementary School Roxbury, MA*

**Boston Principal Fellow**

- Demonstrate Instructional Leadership by carrying out the Higginson WSIP and facilitating data analysis and curriculum mapping to meet the needs of all learners.
- Assist with overall activities at the Higginson school with 170 students and 36 faculty members by facilitating Instructional Leadership meetings and Professional development.
- Assist with staff development, classroom observation, fiscal management, student discipline and shared decision making around school wide policies.
- Develop partnerships with families through coordinating activities such as Niketown 5K for Kids, Veterans Day event and facilitating parent council meetings dealing with the Higginson K-8 proposal.

*11/2004 – 6/2006 Michael J. Perkins Elementary School S.Boston, MA*

**Educator (Third Grade, Title I Special Education Teacher)**

- Responsible for implementing the curriculum as prescribed by Boston Public Schools.
- Worked collectively and collaboratively with colleagues to achieve academic excellence for students.
- Developed Individual Education Plans for students in need.
- Provided Title I services for students in grades 3 through 5.
- Maintained direct contact with classroom teachers and school principal regarding specific students as necessary via verbal and written reports.

*9/2001- 11/2004 Boston Renaissance Charter School Boston, MA*

**(Inclusion, Third, Fourth, Fifth Grade Levels)**

- Used a variety of instructional methodologies and curriculum resources to present materials to students.
- Worked as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities.
- Administered different forms of student assessments, communicated with parents.

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1/2000 – 9/2001 *Boston Renaissance Charter School*

*Boston, MA*

**Special Education Evaluator/Instructor**

- Assessed and evaluate students to properly place students with appropriate grade level work.
- Devised Individual Education Plans (IEP) with accommodations for students with special needs.
- Developed and provided creative and stimulating lesson plans to promote a positive learning environment.
- Attended national conferences for Edison Schools to enhance professional development.

**Education**

**2007    University of Massachusetts    Boston, MA**

*Masters Degree, Educational Administration*

**7/2006 – 6/2007    Boston School Leadership Institute**

*Boston Principal Fellowship*

**2006 Northeastern University    Boston, MA**

*Certificate Program, Special Education*

**1999    University of Connecticut    Storrs, CT**

*Bachelor of Science, School of Education*

**References**

Joy Salesman-Oliver, Principal, Higginson Elementary,    Roxbury, MA

Mary Driscoll, Principal, Edison Middle School, Brighton, MA

Alicia Jones, Principal, Webster Avenue Elementary School, Providence, RI

Richard F. Purnell  
Professor Emeritus  
School of Education at the University of Rhode Island  
Date of Appointment: 1970; Retired 2010

**Academic Degrees** Ph.D. University of Texas (Educational/Social/Developmental Psychology)  
B.A. College of the City of New York (Psychology and Education)

### **Professional Experience**

Professor, Education, the University of Rhode Island, 1977-2010. Taught undergraduate courses in educational psychology and in adolescents and classroom management and master's level courses in educational psychology, school-family relations, discipline and youth in school, and educational research. URI Teacher Certification Officer (1984-1988). Department of Education Director of Graduate Studies (1973-1976). Director of URI Curriculum Research and Development Center (1970-1973).

Associate Professor, Education and Educational Research, the University of Rhode Island, 1970-1977.

Associate Professor & Chairman, Educational Psychology, Oklahoma State University, 1969-1970

Assistant Professor, HGSE, Harvard University, 1966-1969. Taught graduate courses in adolescent psychology and served as principal investigator of a cross-cultural study of adolescence in comprehensive vs. vocational high schools in USA and Denmark.

7<sup>th</sup> and 8<sup>th</sup> Grade Math Teacher in the Edinburg, TX School District, Fall 1963

### **Scholarship - Areas of Interest**

- Completed Family Leadership Training 101 offered through the Providence Schools FACE Office 2012
- School-Family Relations and Communications
- Applying the principles of FAMILY MATH to teacher and parent math role modeling behavior

### **Service Activities**

Fall 1979- fall 1983

Court Appointed Special Advocate for the Rhode Island Family Courts.

October 1981.

Member of the Providence School system's committee to find alternatives to school suspension.

January 1982- Jan. 1984

URI adoptive representative to Roger Williams, (Providence) their alternative to school suspension program and their TIMES2 program.

Spring 1984

Worked with Central Falls Junior and Senior High School and Hope High School (Providence) on parent telephone surveys to gather information about School-Home Communications. (Submitted informal written reports to both communities in June, 1984).

Spring 1985

Volunteer Discussion Leader in the (Providence) St. Martin De Porres Senior Center's Intergenerational Program on **The Family, the Courts, and the Constitution** for two meetings. Sponsored by the National Council on Aging with the National Endowment for Humanities.

Fall 1991- Fall 1994

Trained teachers to run and supervised running of FAMILY MATH/SCIENCE programs in various Rhode Island and Massachusetts elementary and secondary schools systems.

Fall 1995-1996

Responsible for the Research/ Scholarship segment of the last URI accreditation self-study. Member of the AAUP/URI SET advisory committee.

Fall 2001- 2010

Member of the Joint AAUP/ Administration SET Committee.

Fall 2009-Present

Member of the Martin Luther King Junior Elementary School PTO Steering Committee & Parliamentarian

### **Professional Association Memberships**

American Educational Research Association

- Member SIG: Families as Educators
- Member SIG: Research in Mathematics Education

### **Books**

Purnell, R.F. (Ed.) (1970) Adolescence and the American high school. New York, NY: Holt, Rinehart & Winston

**Chapters in Books** Orme, M.E.J. and Purnell, R.F. (1992). Behavior modification and transfer in an out-of-control classroom.

In B. Joyce & M. Weil, Models of Teaching, 4<sup>th</sup> Edition, Englewood Cliffs, NJ: Prentice Hall, PP.337-340.

Gotts, E.E. and Purnell, R.F. (1986). Communication: key to school-home relations. In R.J. Griffore and R.P. Roger (Eds.)

Child learning in the home and school. New York, NY: Plenum.

Purnell, R.F. and Gotts, E.E. (1991) Literacy and teachers' views of school-home communications. In B.A. Huston and S.B. Silvern (Eds.) Advances in reading/ language research. Greenwich, CT: JAI Press

### **Technical Reports**

Purnell, R.F. (1989). Evaluation/ Monitoring Study of the South Kingstown Pre-1 Transition Program. Report to the South Kingstown School Department.

Purnell, R.F. (1990). Follow- up Study of the South Kingstown Pre-1 Transition Program. Report to the South Kingstown School Department.

### **Book Reviews**

Purnell, R.F. (Fall 1997). Critical Review of Garrison and Garrison's Psychology of Adolescence. (7<sup>th</sup> Ed.) Journal of School Psychology, 15(3), pp. 279-280.

Purnell, R.F. (1981). Critical Review of Lachar and Gdowski Actuarial assessment of child and adolescent personality. Journal of School Psychology, 19(2), pp. 194-196.

Purnell, R.F. (Fall 1984). Critical review of G. Neilson's Borderline and acting out: A developmental approach. Journal of School Psychology, 22(3), pp. 308-309.

### **Monographs**

Gotts, E.E. & Purnell, R.F. (1985). Improving home-school communications [fastback #2301]. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Purnell, R.F. & Gotts, E.E. (Eds.) (1987). The school administrator and school-family relations. [Special issue]. Education and Urban Society, 19(2), pp.115-221.

### **Honors**

1964 Received a 3-Year NDEA Title IV Fellowship to pursue Doctoral Studies in Educational Psychology at the University of Texas at Austin.

1977 Received Fulbright-Hayes Research Fellowship to University of Palermo.

1986-87 Teaching Fellow in the URI Instructional Development Program.

### **Sabbaticals**

Since coming to URI in 1970, I have had four sabbatical leaves. In 1977 I successfully applied the UNESCO Educational Simulation Model to the Sicilian Educational System to produce a 20-year projection of that system's major educational variables. This was done under a Fulbright-Hayes fellowship to the University of Palermo. In 1983, I worked with the Appalachia Educational Laboratory in Charleston, West Virginia on their three-year School-Home Communications project and wrote many articles, delivered numerous papers, and injected the findings of that leave into many courses, communities, and advising capacities. In 1991, I worked at the Family Math program of the EQUALS group at Berkeley University in California and brought back both Family Math and Family Science programs for schools in RI and MA. Family Math was dedicated to improving the representation of women and minorities in the sciences and mathematical fields. It was also designed to alleviate math anxiety among students and parents. My last sabbatical was in 1997 and was used to help develop a proposal to set up a Montessori Alternative Elementary School in the Griswold (CT) school system.

### **Current Scholarly Interests**

Reviewing the literature on success of charter schools to educate children in urban communities.

### **Teaching/Work with Doctoral Students**

EDC 312 The Psychology of Learning

EDC 415 Adolescents and Classroom Management

EDC 512 Educational Psychology and Classroom Learning

EDC 529 The Foundations of Educational Research

Doctoral dissertation committees in the Psychology and Education

## Thomas Fitzgerald

47 Woodmist Circle, Coventry, RI 02816 [tkfitzgerald32@gmail.com](mailto:tkfitzgerald32@gmail.com)

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### EXPERIENCE

#### **BANK RHODE ISLAND**

*Providence, RI*

##### Commercial Banking Team Leader, Senior Vice President

1/12 - Present

Responsible for originating new commercial relationships and arranging financing solutions for businesses throughout the Bank's market area.

#### **THE WASHINGTON TRUST COMPANY**

*Providence, RI*

##### Commercial Relationship Manager, Vice President

08/09 – 10/12

Developed and maintained middle market commercial banking relationships throughout the Bank's market area. Also, continue to build strong relationships with cross-sell partners including cash management, wealth management and retail. Consistently generated strong fee income relationships in excess via cash management and wealth management. Developed strong deposits relationships and wealth management assets. Developed and implemented underwriting criteria, specifically Risk Asset Acceptance Criteria (RAAC), for specialty lending, which have been approved by senior management. Grew the commercial loan portfolio by over \$100MM in total committed credit over the past three years.

#### **CITIZENS BANK**

*Providence, RI*

##### Commercial Relationship Manager V, Vice President

2/07-8/09

Managed a portfolio of 50+ commercial customers totaling over \$150 million in senior debt exposure. Developed customer relationships with business owners, CEOs, and CFOs and provide financial advice for strategic initiatives, including financing for management buyouts and for overseas expansion. Negotiated pricing, deal structure, and legal documentation while targeting strong commercial relationship returns. Also, sold financial products to meet customer's needs including: derivatives, foreign exchange, investments and cash management, which generated over \$1 million+ plus annually in income for the Bank. Was ranked as one of the top commercial performers three consecutive years in 2007 – 2009 and was awarded the World Class Performers Trip.

**Awarded "40 under 40" by Providence Business News in 2009**



## Commercial Relationship Manager III, Assistant Vice President

1/05-1/07

Primary client management support for assigned portfolio of loans. Responsible for the management of an existing portfolio of customers through analysis of financial and collateral information to ensure that customers maintain an acceptable risk profile. Other duties include the evaluation of client needs and requests for financing, structuring credits, negotiating legal documents and interaction with clients to address routine servicing matters or other risk related issues. Was ranked one of the top three commercial performers in New England in 2006 and was awarded the World Class Performers Trip. Also, ranked 7<sup>th</sup> out of 450 commercial lenders in the entire company during the Spring Sales Campaign.

### Portfolio Manager, Officer

7/03-12/04

Collaborated with senior bankers to manage and grow a commercial middle market and not for profit portfolio of 200+ accounts totaling over \$400 million. Managed all aspects of the underwriting process from initial proposal to closing. Assisted customers with product, loan and deposit requests. Structured and underwrote complex transactions ranging from large corporate acquisitions to construction financing for hospitals and schools.

### Loan Officer Development Program – Credit Trainee

1/03-7/03

Successfully

*completed Citizens Bank's Loan Officer Development Program. Formally trained in credit structure, cash flow analysis, financial statement analysis, advanced accounting and the development of Loan Committee Presentations. Training included an array of specialized aspects of credit, such as Commercial Real Estate, Middle-Market, Not for Profit and Asset Based Lending. Was selected to the training program by senior management for one of five slots out of 200+ applicants.*

### Internal Auditor, Officer

8/01-12/02

Responsible for the execution of internal audit work, including planning, field work, reporting and follow up, in a manner consistent with approved policies and procedures of the department. Conducted special audits, special investigations and risk and internal control assessments. Represented the department in various activities or projects, performed consultative services to management.

## **CHRYSLER FINANCIAL**

Mansfield, MA

### Field Auditor

1/01-8/01

Responsible for tracking inventory and financial stability of dealership under floorplan, for Chrysler Financial as well as Mercedes Benz Credit. Duties included: Dealer workouts, ensuring the detection of SOT's at minimum exposure, examining deals and swaps, investigating financial records, and dealer relations.

### Loan Adjuster

11/99-1/01

Responsible for representing Chrysler Financial in litigation proceedings as a contract expert witness. Accountable for curing 120 day delinquent retail, consumer and commercial accounts. Accessing and analyzing refinances and equity transfers. In addition, was responsible for training of new employees.

## **EDUCATION**

**PROVIDENCE COLLEGE**  
**Master of Business Administration**  
**Concentration in Finance**

**Providence, RI**  
**May, 2008**

**Grade Point Average:** 3.94

Summa Cum Laude

**NEW ENGLAND COLLEGE OF FINANCE**  
**Graduate Certificate in Finance**

**Providence, RI**  
**December, 2007**

**RHODE ISLAND COLLEGE**

**Bachelor of Science**

**Major:** Business Management

**Minor:** Economics

**Grade Point Average:** 3.51

**Awards:** Dean's list each semester, Who's Who in Colleges and Universities

**Providence, RI**

May 1999

Cum Laude

**BABSON COLLEGE**

**Advanced Leadership Development Program**

Executive Development Certificate Program

**Wellesley, MA**

April, 2008

***PROFESSIONAL REFERENCES FURNISHED UPON REQUEST***

## Summary of Qualifications

Highly skilled professional with progressive experience in developing curricula and creating innovative programs. Accomplished educator with multi-cultural awareness. A decisive leader with skills in communication and organization. Results-orientated individual who works well under pressure, both individually and as a team player. Specific strengths include: ability to communicate and collaborate in a team, excellent critical thinking and analyzing skills, and adaptability to work force diversity and mobility

- \* Organized and detailed
- \* Excellent interpersonal communication skills
- \* Culturally sensitive
- \* Fluent in English and Chinese
- \* Outstanding ability to handle multiple tasks
- \* Computer literate

## Professional Experience

### *Providence School Department*

Providence, RI  
1995-

Teacher  
present

- Teach content areas in elementary schools
- Develop curricula and teaching materials for classes
- Taught/mentored balanced literacy class for the teachers
- Won “Excellence in Education” award in 2001
- Candidate for National Board Certification

### *Smart Test, Inc.*

Providence, RI

Executive Director  
2008 - present

- Provide ongoing leadership and coordination of all administrative and operational functions, including: logistics, human resources, business planning, and finance
- Successfully researched the needs and wrote educational grants for the afterschool programs
- Created the curricula of the programs and successfully recruited the middle school youth into the popular programs
- Co-authored and edited a series of K-4 summer review booklets
- Planned, evaluated, and revised the program contents

### *Community College of Rhode Island*

Warwick, RI  
1992-

ESL instructor  
1994

- Taught ESL II and Writing course in ESL
- Wrote course materials such as syllabi, homework assignment, handouts, and exams

### *RI Dislocated Workers Program*

Providence, RI  
1994-

ESL instructor  
1995

- Taught GED class
- Fostered students' commitment to lifelong learning by connecting classroom to real life experience

***Zhejiang Medical University***

Hangzhou,

China

English instructor

1985-

1989

- Taught regular English course to undergraduate students
- Taught medical English courses to doctors and nurses

***Beijing No. 6 High School***

Beijing, China

Student Teacher

1985

## **Education and Training**

***Rhode Island College***

Providence, RI

CAGS: Certificate of Advanced Graduate Studies in Curriculum

1992

(Finished 6 courses)

Master of Education: Teaching English as a Second Language

May, 1991

***Beijing Normal University***

Beijing, China

Bachelor of Arts: English Language

1985

## **Certifications**

PreK-12 Teaching English as a Second Language specialist for life

Secondary English certificate

Elementary education certificate

## **References**

Available upon request.

## Stephen F. DelSesto Resume

*Stephen F. DelSesto / Shechtman Halperin Savage, LLP SHS Home*

*1080 Main Street Pawtucket, RI 02860*

*Tel-401.272.1400 FAX: 401.272.1403 delsesto@shslawfirm.com*

### **Firm Attorneys Practice**

Practice Groups

Bankruptcy & Insolvency

Business & Civil Litigation

Corporate & Business

Receivership

Mr. DelSesto focuses his practice in such areas as receiverships and insolvencies, creditors' and debtors' rights, commercial real estate, zoning and licensing, and commercial and business litigation and transactions. Mr. DelSesto also has experience with alternative dispute resolution proceedings, and serves as the Mediator in civil litigation matters. Mr. DelSesto is admitted to practice law in all federal and state courts in Rhode Island and Massachusetts.

### **Education**

He earned his J.D. from Roger Williams University School of Law in 2000, and earned his B.A. from the University of Rhode Island in 1997.

### **Experience**

Mr. DelSesto is a former law clerk to The Honorable Joseph R. Weisberger (Ret.), former Chief Justice of the Rhode Island Supreme Court, and to The Honorable Maureen McKenna Goldberg of the Rhode Island Supreme Court. He is also a member of the Rhode Island and Massachusetts Bar Associations, as well as a member of the Rhode Island Bar Association's Debtors' and Creditors' Rights, and a Liaison with Accountants Committees and the Turnaround Management Association (TMA). Office Rhode Island Office .

**THE LEARNING  
COMMUNITY**  
a public charter school

March, 3 2014

To Whom May Concern,

We are writing to offer our strongest support for the NoVo Academy Charter School application.

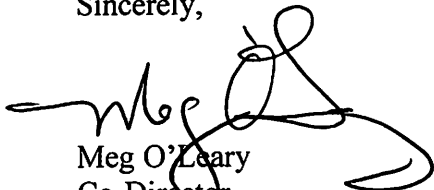
This proposal comes from a deep belief in the talent and dedication of the teachers in Providence, in the power of those teachers, when given increased autonomy and accountability, to improve outcomes for Providence students. This group of educators believes that all Providence children deserve the highest quality public education.

The founders are committed to serving at least 80% of students and families from low socio-economic backgrounds, a group which currently has limited options in the city. They also seek to address a need identified by the district to prepare for an influx of new young students into the district by proactively building a school community to meet their needs. The addition of this exemplary charter school will strengthen the entire district.


At the Learning Community we are committed to proving poverty need not be a barrier to student success. As part of our founding, we have set out to work with educators from district schools who are striving for this mission and lend our expertise to such enterprises. We will be there for the team of the NoVo Academy as a strong partner, eager and ready to lend our expertise in whatever guidance they seek including school organization and development, curriculum and assessment, family engagement, and finance to ensure that the NoVo team has the support it needs to succeed.

We have the belief that NoVo Academy will be a model for many schools for years to come. Please feel free to contact us for any additional information we can provide.

Sincerely,



Meg O'Leary  
Co-Director



Sarah Friedman  
Co-Director



100 South Street • Providence RI 02903-4749 **PHONE** (401) 273-KIDS (5437) **FAX** (401) 273-1004  
[www.ChildrenMuseum.org](http://www.ChildrenMuseum.org)

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February 28, 2014

To Whom May Concern,

On behalf of Providence Children's Museum, I am writing to offer our strongest support for the Novo Academy Charter School application. We deeply concur with the conviction behind this application that all Providence children deserve the highest quality public education. The educators submitting this application are committed to the children of Providence and visionary in their plans for the new charter school.

The founders are committed to serving at least 80% of students and families from low socio-economic backgrounds, a group with limited options in the city. They also seek to address a need for an influx of new young students into the district by proactively building a school community to meet their needs.

Modeled on the nationally recognized and high performing [Learning Community School](#), a 10-year-old K-8 charter school in Central Falls, the Providence Renaissance Academy will in turn become a model of a high performing urban public elementary school. The Learning Community is committed to proving poverty need not be a barrier to student success and, as part of their mission, works with educators from district schools who are determined to not let poverty deter achievement. The Learning Community administrators and educators have committed to lend their expertise to NoVo Academy.

Likewise, Providence Children's Museum will enthusiastically and diligently support the new charter school's fledgling efforts. The Museum is a financially strong, well-managed and well-respected nonprofit organization, with a commitment to Providence children and families, especially those who have limited access to rich learning and cultural resources.

We have the strongest belief in Derrick Ciesla and the founders of this school, and their focus on what is best for students and families. They have the courage, persistence and expertise to lead NoVo Academy to be a model for the state in years to come. Providence Children's Museum is proud to sponsor their charter application.

Please feel free to contact me for any additional information you require.

Sincerely,

Janice O'Donnell  
Executive Director

# STATE OF RHODE ISLAND CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School:

## Implementation and Operations

	FY2016	FY2017	FY2018	FY2019	FY2020
<b>MAJOR ASSUMPTIONS</b>					
A Average local aid per pupil	3,871.00	3,871.00	3,871.00	3,871.00	3,871.00
B Average state aid per pupil	10,308.79	10,308.79	10,308.79	10,308.79	10,308.79
C Student Enrollment	132	198	264	330	396
D Gross Square Footage (GSF) of facility	20,000	25,000	30,000	40,000	40,000
E <i>Staffing</i>					
E1. School Principals/Asst Principals	120,000.0	122,400.0	124,848.0	127,345.0	129,891.9
E2. School Support Staff	75,500.0	107,010.0	109,150.2	141,333.2	144,159.9
E3. Executive Director/Superintendent					
E4. Deputies/Administrators					
E5. Program/Operations Support Staff	72,500.0	93,950.0	95,829.0	117,745.6	120,100.5
E6. Teachers	643,383.0	791,856.0	989,820.0	1,138,293.0	1,336,257.0
E7. Paraprofessionals	97,680.0	113,960.0	130,240.0	146,520.0	162,800.0
E8. Pupil Support	21,164.0	21,164.0	21,164.0	21,164.0	21,164.0
E9. Teacher Support	11,000.0	11,000.0	11,000.0	11,000.0	11,000.0
E10. Program Management	50,000.0	30,000.0	30,000.0	30,000.0	30,000.0
E11. Special Services	59,200.0	118,400.0	118,400.0	118,400.0	118,400.0
E12. Facilities Maintenance	23,088.0	23,088.0	34,632.0	46,176.0	46,176.0
F Staff FTE	1,173,515.0	1,432,828.0	1,665,083.2	1,897,976.7	2,119,949.2
Subtotal:					
<b>OPERATING REVENUES</b>					
1 Local Revenue	510,972.00	766,458.00	1,021,944.00	1,277,430.00	1,532,916.00
2 State Revenue	1,360,760.56	2,041,140.84	2,721,521.12	3,401,901.41	4,082,281.69
3 Grants - Charter Schools Program	150,000.00	150,000.00	150,000.00	0.00	0.00
4 Grants - Private	50,000.00	75,000.00	100,000.00	100,000.00	100,000.00
5 Federal formula funds (inc. Title I, III and IDEA)	68,508.00	102,762.00	137,016.00	171,270.00	205,524.00
6 Capital Projects Funds	100,000.00	50,000.00	50,000.00	50,000.00	50,000.00
7 Other:	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
8 <b>TOTAL OPERATING REVENUES</b>	2,265,240.56	3,360,360.84	4,205,481.12	5,025,601.41	5,995,721.69



## OPERATING EXPENDITURES

### School Management

9	Salaries: Principals and Assistant Principals	120,000.0	122,400.0	124,848.0	127,345.0	129,891.9
10	Salaries: Support Staff	52,500.0	83,550.0	85,221.0	116,925.4	119,263.9
11	School Office	15,000.00	17,500.00	20,000.00	22,500.00	25,000.00
12	Other:					
13	Subtotal:	187,500.00	223,450.00	230,069.00	266,770.38	274,155.79

### Program/Operations Management

14	Salaries: Executive Director or Superintendent					
15	Salaries: Deputies and Administrators					
16	Salaries: Support Staff	75,500.0	107,010.0	109,150.2	141,333.2	144,159.9
17	Legal	10,000.00	5,000.00	5,000.00	5,000.00	5,000.00
18	School Board	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
19	Business Operations	120,000.00	208,819.00	293,158.00	313,215.00	336,287.00
20	Information Management and Technology	125,000.00	133,687.00	144,482.00	155,450.00	161,001.00
21	Other:					
22	Subtotal:	332,000.00	456,016.00	553,290.20	616,498.20	647,947.87

### Instruction

23	Salaries: Teachers	643,383.0	791,856.0	989,820.0	1,138,293.0	1,336,257.0
24	Salaries: Paraprofessionals	97,680.0	113,960.0	130,240.0	146,520.0	162,800.0
25	Stipends and Bonuses					
26	Pupil-Use Technology, Hardware, and Software	31,900.00	31,900.00	31,900.00	31,900.00	31,900.00
27	Instructional Materials Supplies	48,850.56	73,275.84	97,701.12	122,126.40	146,551.68
28	Other:					
29	Subtotal:	821,813.56	1,010,991.84	1,249,661.12	1,438,839.40	1,677,508.68

<b>Instructional Support</b>					
30	Salaries: Pupil Support	21,164.0	21,164.0	21,164.0	21,164.0
31	Salaries: Teacher Support	11,000.0	11,000.0	11,000.0	11,000.0
32	Salaries: Program Management	50,000.0	30,000.0	30,000.0	30,000.0
33	Salaries: Special Services	118,400.0	118,400.0	118,400.0	118,400.0
34	Guidance and Counseling	0.00	50,000.00	50,000.00	50,000.00
35	Library and Media	5,000.00	5,000.00	5,000.00	5,000.00
36	Extracurricular	5,000.00	5,000.00	5,000.00	5,000.00
37	Student Services, Outreach, Recruitment	12,000.00	7,500.00	7,500.00	7,500.00
38	Student Health Services	3,000.00	3,000.00	3,000.00	3,000.00
39	Academic Interventions	0.00	0.00	0.00	0.00
40	Curriculum Development				
41	In Service, Staff Development, and Support				
42	Assessment				
43	Other:				
44	Subtotal:	225,564.00	251,064.00	251,064.00	251,064.00
<b>Operations</b>					
45	Salaries: Facilities Maintenance	23,088.0	23,088.0	34,632.0	46,176.0
46	Transportation	89,423.40	134,135.10	178,846.80	223,558.50
47	Food Services	3,422.00	4,318.00	5,214.00	6,111.00
48	Safety	5,000.00	5,000.00	5,000.00	5,000.00
49	Building Upkeep and Maintenance	75,000.00	93,750.00	112,500.00	112,500.00
50	Maintenance Contracts				
51	Utilities	78,000.00	102,375.00	122,850.00	128,700.00
52	Lease	135,000.00	135,000.00	135,000.00	135,000.00
53	Debt Service		50000	50000	50000
54	Capital Projects				
55	Other:				
56	Subtotal:	408,933.40	547,666.10	644,042.80	707,045.50
<b>Other Obligations</b>					
57	Fringe Benefits	125,800.00	150,000.00	172,500.00	195,000.00
58	Insurance (non-employee)				
59	Retiree Benefits				
60	Purchased Management Services				
61	Other:				
62	Subtotal:	125,800.00	150,000.00	172,500.00	195,000.00
<b>Community Services</b>					
63	Community Service Operations				
64	Other:				
65	Subtotal:	0.00	0.00	0.00	0.00
66	<b>Budgeted Contingencies</b>	100,000.00	50,000.00	50,000.00	50,000.00
67	<b>TOTAL OPERATING EXPENDITURES</b>	2,201,610.96	2,689,187.94	3,150,627.12	3,525,217.48

68 **SURPLUS/(DEFICIT)**

<u>63,629.60</u>	<u>671,172.90</u>	<u>1,054,854.00</u>	<u>1,500,383.92</u>	<u>2,119,938.15</u>
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## Instructions/Notes

### MAJOR ASSUMPTIONS

- A Calculates automatically from 'Enrollment Estimates' worksheet.
  - B Calculates automatically from 'Enrollment Estimates' worksheet.
  - C Calculates automatically from 'Enrollment Estimates' worksheet, Table 1. Should correspond to enrollment projections in charter proposal
  - D Should correspond to facilities specifications in charter proposal
  - E Should correspond to staffing projections in charter proposal; use 1.0 for FTE and 0.5 for PTE
- E1. Corresponds to line 9
  - E2. Corresponds to line 10
  - E3. Corresponds to line 14
  - E4. Corresponds to line 15
  - E5. Corresponds to line 16
  - E6. Corresponds to line 23
  - E7. Corresponds to line 24
  - E8. Corresponds to line 30
  - E9. Corresponds to line 31
  - E10. Corresponds to line 32
  - E11. Corresponds to line 33
  - E12. Corresponds to line 45
- F Subtotal calculates automatically.

### OPERATING REVENUES

- 1 Revenue provided by the school's sending municipalities. Calculates automatically - Average local aid per pupil\*Student Enrollment
- 2 Revenue provided by the State of Rhode Island.
- 3 Funds anticipated or awarded from the USDE Charter Schools Program (CSP)
- 4 Grants awarded by private donors, foundations, or corporations
- 5 Please see: <http://www.ride.ri.gov/FundingFinance/FundingSources/FederalFunds.aspx> for information on federal formula funding
- 6 Revenue raised to fund or acquire major capital facilities, such as bonding or other capital financing instruments
- 7 Specify other revenues, if applicable.
- 8 Total Operating Revenues calculates automatically.

## **OPERATING EXPENDITURES**

### **School Management**

- 9 Certified administrators that are principals, assistant principals, or heads of school
- 10 Staff supporting principals/assistant principals and school office functions
- 11 General office expenditures such as supplies, copier, postage, etc.
- 12 Specify other expenditures, if applicable
- 13 Subtotal calculates automatically.

### **Program/Operations Management**

- 14 Chief executive of central office, if applicable
- 15 Central office administrators including public relations directors, finance directors, IT directors, operations directors, research or program evaluators
- 16 Central office support staff including clerks, assistant administrators, finance assistants, operations assistants
- 17 Expenses related to contracted legal services
- 18 Include professional development, board training, travel, consultants fees, E&O/umbrella insurance and other related costs
- 19 Include payroll, human resources, accounting, audits, office expenses and other related costs
- 20 Include expenses for non-pupil use IT, including hardware, software, and data processing
- 21 Specify other expenditures, if applicable
- 22 Subtotal calculates automatically.

### **Instruction**

- 23 Salaries for classroom teachers, including all core content areas, special education, art, music, language, physical education, computers, etc.
- 24 Salaries for paraprofessionals who spend a majority of their time in classrooms with teachers
- 25 Stipends, bonuses or other incentives for instruction in addition to salary
- 26 Computers, printers, software and related technology for student use
- 27 Materials and supplies intended for instruction including textbooks, paper, markers, lab materials, academic field trips, etc.
- 28 Specify other expenditures, if applicable
- 29 Subtotal calculates automatically.

### **Instructional Support**

- 30 Include guidance counselors, library staff, extracurricular staff, nurses, outreach coordinators, dean of students
- 31 Include teacher coaches, mentors, curriculum designers, professional development providers
- 32 Include special education administrators and program coordinators (such as Title coordinators)
- 33 Include therapists, psychologists, evaluators, personal attendants and social workers
- 34 Expenses related to guidance and counseling
- 35 Library-related supplies, equipment, books, software and office costs
- 36 Equipment, materials, and transportation for extracurricular activities
- 37 Expenses related to registration, recruitment, parent relations, outreach, and advertising
- 38 Services and supplies for school health programs
- 39 Any fees or materials expenses related to academic interventions
- 40 Any fees or materials expenses related to curriculum development
- 41 Professional development, mentoring, training, coaching
- 42 Costs of assessment, scoring, data collection and reporting, and proctoring exams
- 43 Specify other expenditures, if applicable
- 44 Subtotal calculates automatically.

### **Operations**

- 45 Custodians, janitors, and maintenance workers
- 46 Transportation service personnel, equipment and/or contracts
- 47 Food service personnel, equipment and/or contracts
- 48 Security and crossing guards, safety and security equipment, and/or contracts
- 49 Maintenance supplies and expenses related to furniture, desks, chairs, and fixtures
- 50 Maintenance contract fees from outside providers
- 51 Water, gas, electricity, sewer, trash removal, snow removal, etc
- 52 Fees paid for land and/or buildings that are leased
- 53 Principal and interest payments made on long-term debt
- 54 Expenditures for land, buildings, and improvements
- 55 Specify other expenditures, if applicable
- 56 Subtotal calculates automatically.

### **Other Obligations**

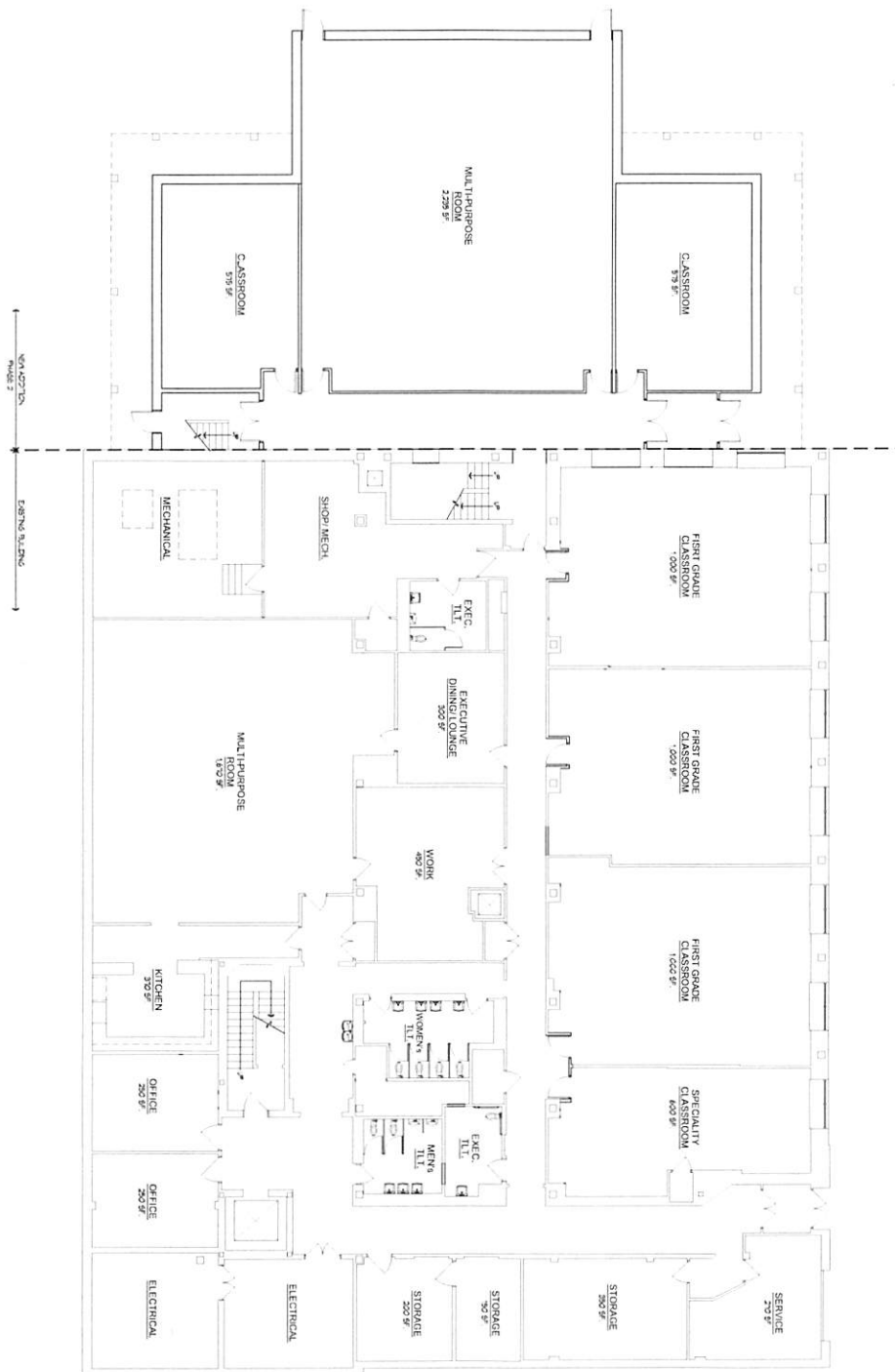
- 57 Health insurance premiums, life insurance premiums, and retirement benefits provided to employees
- 58 Insurance premiums for property, fire, liability, umbrella etc.
- 59 Post-employment retirement benefits paid out of operating funds
- 60 Fees for comprehensive management services provided by a Charter Management Organization, school district, or other provider
- 61 Specify other expenditures, if applicable
- 62 Subtotal calculates automatically.

### **Community Services**

- 63 Services to the community at large (e.g. child care, recreation programs)
- 64 Specify other expenditures, if applicable
- 65 Subtotal calculates automatically.
- 66 The amount reserved for contingencies or undesignated uses.

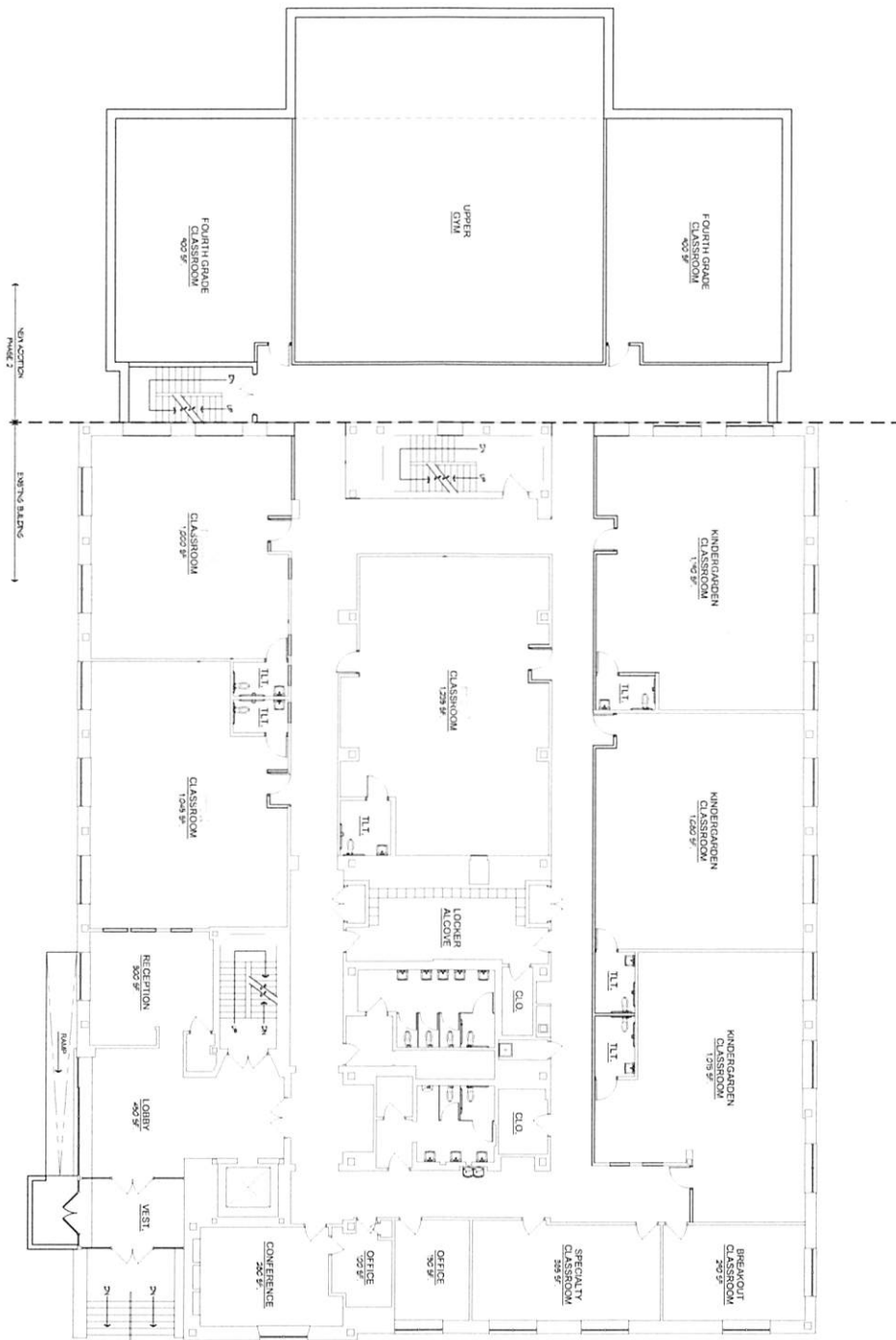
- 67 Total Operating Expenditures calculates automatically.

68 Surplus/(Deficit) calculates automatically.



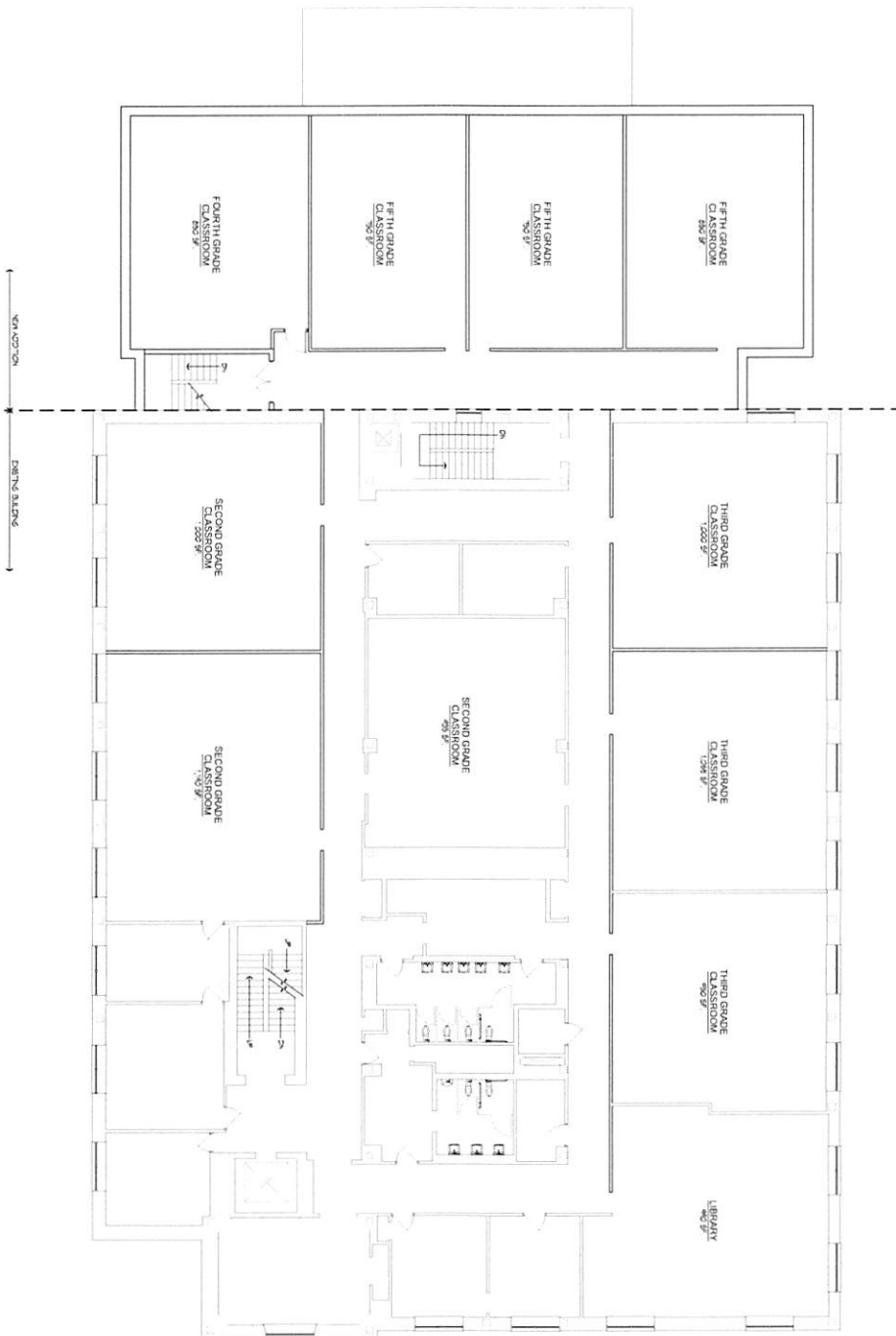
PROPOSED  
BASEMENT FLOOR PLAN 1/8" = 1'-0"





PROPOSED  
FIRST FLOOR PLAN

1/8" = 1'-0"



PROPOSED  
SECOND FLOOR PLAN

1/8" = 1'-0"

# 2015-2016

## NoVo Academy

### August '15

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4

### September '15

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20

### October '15

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20

### November '15

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

18

### December '15

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

16

### January '16

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18

### February '16

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

16

### March '16

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21

### April '16

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

16

### May '16

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21

### June '16

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10

### July '16

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug 26	First Day of School
Sep 07	Labor Day - No School
Sep 18	Professional Development
Oct 12	Columbus Day - No School
Oct 23	Professional Development
Nov 11	Veteran's Day - No School
Nov 26	Thanksgiving
Nov 27	Thanksgiving
Dec 11	Parent/Teacher Conferences - No School
Dec 24	Beginning of Holiday Recess
Jan 01	End of Holiday Recess
Jan 08	Professional Development
Jan 18	MLK Day - No School
Feb 15	Beginning of Winter Recess
Feb 19	End of Winter Recess
Mar 18	Parent/Teacher Conferences - No School
Mar 25	Good Friday - No School
Apr 18	Beginning of Spring Recess
Apr 22	End of Spring Recess
May 30	Memorial Day - No School
Jun 14	Last Day of School

#### TRIMESTERS

Oct 08	Mid Trimester 1
Nov 24	End Trimester 1
Jan 21	Mid Trimester 2
Mar 10	End Trimester 2
May 02	Mid Trimester 3

\*If school begins on the last Wed in Aug, last day would be 6/14/2016

\*If school begins on the Wed before Labor Day, last day would be 6/20/2016

Trimester dates above are figured out with a start date of August 26.